DOCUMENT RESUME

ED 179 686 CE 019 394

TITLE	Comprehensive State Plan for Implementing Career Education in the Elementary and Secondary Schools. Oregon State Plan. Career Educational Final Project Performance Report, July 1, 1976-June 30, 1977.
INSTITUTION	Oregon State Dept. of Education, Salem.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	77
GRANT	G007604422
NOTE	278p.; Not available in paper copy due to light print; For related documents see ED 132 284 and ED 138 786
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advisory Committees; *Career Education; Community Involvement; Counselor Training; Data Analysis; Educational Objectives; Educational Resources; Elementary Secondary Education; Evaluation Methods; Information Dissemination; *Master Plans; Measurement Instruments; *Needs Assessment; Program Development; Resource Guides; *State Programs; *Statewide Planning
IDENTIFIERS	Education Amendments 1974; *Oregon

ABSTRACT

Ten major activities comprised the development of the Oregon State Plan for Career Education. (1) An advisory group was formed to provide advice and assistance during the developmental stages. (2) It was determined to base the plan on an assessment of student needs. (3) Goals in the areas of career awareness and exploration were evaluated and prioritized by members of the business, labor, industrial, government, and educational communities. Following the distribution of 5000 (1,273 returned) Career Education Priority Assessment instruments, a career education student competency assessment instrument was developed. (4) The Oregon Counselor Training Needs Assessment was developed to ascertain the extent to which training and retraining of educational personnel is needed. (5) State and nationwide resources were identified by the Program Coordination Center. Additional information was obtained from the "State Career Education Resource Guide" developed on request by the National Center for Career Education at the University of Montana. (6) Following this, short and long range plans for program development and implementation were developed and (7) evaluation methods were developed in a two-phase approach. (8) An assessment of problems and changes was made, (9) followed by a description of dissemination activities and (10) special activities to be included in the plan. (The major portion of this report is appendixes, which include the instruments, data analysis, working papers, goals, and objectives.) (FP)

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ED179686

COMPREHENSIVE STATE PLAN FOR IM[illegible] CAREER EDUCATION IN THE ELEMENTARY AND [illegible] SCHOOLS

Project Director: Marv Harmon
State Dept. of Education
942 Lancaster Drive NE
Salem, OR 97310

Project Number: 13.554
Grant Number: G007604422

Project Duration: July 1, 1976
June 30, 1977

Oregon State Plan
Career Education
Final Project Performance Report

CE 019 394

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Oregon State Plan
Career Education
Final Project Performance Report

1. PROJECT NUMBER	2. GRANT NUMBER	3. NATURE OF REPORT
13.554	G007604422	FINAL
4. PROJECT TITLE Comprehensive State Plan for Implementing Career Education in the Elementary and Secondary Schools		5. PERIOD COVERED BY THIS REPORT 7-1-76 TO (MONTH, DAY, YEAR) 6-30-77
6. CATEGORY OF PROJECT (as specified in 45 CFR 160d.11) SUBPART C State Plan		
7. NAME OF PROJECT DIRECTOR Marv Harmon		
8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION Oregon Department of Education 942 Lancaster Drive NE Salem, Oregon 97310		TELEPHONE (503)378-3597 (A/C) NUMBER

MAJOR ACTIVITIES

A. FORM AN ADVISORY GROUP WHICH WILL PROVIDE ADVICE AND ASSISTANCE DURING THE DEVELOPMENT OF THE STATE PLAN.

We are fortunate in Oregon in that we have long had an interest in career education and further have been deeply involved with it at both the school district and state level. Consequently, we have had appointed, for some time by the Governor, a Career and Vocational Education Advisory Council.

Within the Governor's Advisory Council for Career and Vocational Education are two primary subcommittees. One of those subcommittees has been specifically formed to meet the needs of and advise in the area of career education.

The primary objectives of the subcommittee on career education are to: provide advice and direction for the development of the career education state plan; insure that the goals, objectives, and activities are consistent with the major educational goals of the state; determine that the budget for the implementation of the career education plan is fiscally responsible.

The members of the subcommittee have during the duration of this project helped to disseminate an instrument which provided the public with an opportunity to prioritize career education goals (Appendix A). They have also provided both suggestions and helped to distribute the career education concept paper (Appendix B). In addition to these activities, the members have requested and received progress reports on all phases of the state plan development. The committee has provided the project staff with positive direction and suggestions which will provide the state with a plan that will better meet the needs of the schools of our state.

Following are the names and brief personal data of the persons appointed by Governor R. W. Straub to serve on the State Advisory Council for Career and Vocational Education:

MEMBERSHIP - 1977-78

OREGON STATE ADVISORY COUNCIL FOR CAREER AND VOCATIONAL EDUCATION

Name and Address	Representing	Present Position and Title
H. David Smith PO Box 311 Philomath, OR 97370	Business & Industry	Controller, North Side Lumber Company
Donald Staudenmier 421 Portland Labor Center Portland, OR 97201	Labor	Secretary-Treasurer District Council of Carpenters
Linda Rasmussen 7824 N Hereford Portland, OR 97303	Labor	Oregon State Industry Union Council; Communication Workers of America
Jess Angel PO Box 20 Dairy, OR 97625	Business	Farmer, Chairperson of Klamath County Advisory Committee
Judith Brown 2326 NW Westover Road Portland, OR 97210	Counselor	Manpower Counselor and Job Development Specialist, Urban Indian Ctr.
Betty Pritchett 26000 SE Stark Gresham, OR 97030	Education	Associate Dean, Humanities & Behavioral Sciences Mt. Hood Community College
Mary Cruchiolla 712 Main Street Oregon City, OR 97045	Business	Owner/Manager, Oregon City Beauty School
James Davison 2500 "E" Street Baker, OR 97814	Counselor	Career Counselor Baker Senior High School
Elmer Beckett 1831 SE 6th Portland, OR 97214	Industry	Goodwill Industries
Louise Lothspeich 3830 SE 14th Avenue Portland, OR 97202	Counselor	Project Coordinator Implementing Change in Counseling and Guidance Brooklyn School
Gene Hilfiker 3405 Deer Park Drive SE Salem, OR 97310	Government	Education Coordinator Oregon State Correction Institution

Name and Address	Representing	Present Position and Title
Dave Phillips 16th and Jerome Astoria, OR 97103	Vocational Education	Instructor, Vocational Technical Education Clatsop Community College
Burr Fancher PO Box 967 Albany, OR 97321	Vocational Education	Regional Career Education Coordinator Linn-Benton IED
Nancy Ryles 11505 SW Jody Street Beaverton, OR 97005	Parent	Board Member Beaverton School District
Don Castle 170 E 11th Avenue Eugene, OR 97401	Government	CETA Administration
Hector Hinojosa College of Education Univeristy of Oregon Eugene, OR 97403	Teacher	H.E.P. Program
Pina Williams 9806 SW Boones Ferry Road Portland, OR 97219	Teacher	Advisory Specialist Multicultural Education Collins View School
Brenda Green PO Box 87 Salem, OR 97308	School Administrator	Executive Assistant to the Superintendent Salem Public Schools
Betty Aiken Oregon State University Corvallis, OR 97331	Higher Education	Instructor, School of Education Oregon State University
Irene Gros Jacques 2045 Silverton Road NE Salem, OR 97310	Government	Program Manager, Vocational Rehabilitation Division
Peter Quaempts 2411 NW Carden Avenue Pendleton, OR 97801	School Administrator	Director, Indian Education Program, Blue Mountain Community College
Michael Wooten Route 2, Box 762 A Roseburg, OR 97470	Labor	Carpenter Apprentice Coordinator
Diane Detering Route 1, Box 179 Harrisburg, OR 97446	Student	FHA Member

In addition to the group named above, there was a very active Career Education State Plan Task Force (CESPTF). The members of this group represent the major sections of the Oregon Department of Education which are involved in career education. They represent the sections of Disadvantaged/ Handicapped, Basic Education, Planning Evaluation and Assessment, Student Services, Vocational Education, Development Center, Career Education, Correction Education, and Compensatory Education. Their objectives were to: give advice on all aspects of the development of the Career Education State Plan; to function as liaison with the other staff members within their section; to assist in identifying the career education needs of all students; determine methods/strategies whereby career education will become a viable and vital part of all sections within the Department.

Initially this group met every other week and then met monthly and finally as needed. Their input has resulted in: the specific overall plan for the project; increased understanding of career education in Oregon; a draft of the concept paper, which will become the cornerstone of career education in Oregon, and the draft of the plan.

B. ASSESS CAREER EDUCATION NEEDS OF STUDENTS IN THE ELEMENTARY, MIDDLE, JUNIOR AND SENIOR HIGH SCHOOLS OF THE STATE, INCLUDING THE SPECIAL NEEDS OF THE HANDICAPPED AND OTHER EDUCATIONALLY DISADVANTAGED STUDENTS.

and

C. ASSESS THE CAREER EDUCATION NEEDS OF THE BUSINESS, LABOR, INDUSTRY, PROFESSIONAL, AND GOVERNMENT COMMUNITY.

It was determined that a state plan for career education would be based on a comprehensive assessment of students needs. However, we also determined that business, labor, industry, government, were, along with education, bound together and key goal setters in the process of career education.

Therefore, an assessment would have to be preceded by an evaluation and prioritization of existing goals in the areas of career awareness, exploration, and preparation by members of the business, labor, industrial, government, and educational community. Accordingly, the following procedures were taken to insure a more complete assessment and a more compehensive state plan for career education which would meet the needs of all students, regardless of cultural, economic, educational, and racial backgrounds and including the disadvantaged, handicapped, and both sexes.

A series of six regional meetings were held in the state during February 1977. The participants represented: business, labor, industry, government, education, and the general public. There were three purposes for these meetings. First, the participants were to state the career education needs that they saw within their spheres of influence (i.e., business). It was thought that this process might surface goal(s) that had as yet not emerged. Secondly, they were to respond to, and evaluate, a goal rating instrument which had as

its base, goals from the areas of career awareness, exploration, and preparation. The results are included in Appendix C. The third reason for the meetings was to build upon the communication network already established between some segments of the public and the regional coordinators so it would include the state staff involved in the development of the plan. All three goals were met and we were able, therefore, to move into the second phases of assessment of people in business, labor, industry and professional, and government.

A questionnaire was developed, but before distributing the questionnaire, it was taken to a member of the business community, Richard Ross, a local television news commentator and member of Portland's Career Education Advisory Council, for revision. The purpose in going to him was to put the vocabulary into lay-person terminology. The revised edition was then sent to 5,000 persons throughout the state. The results are included in Appendix D. It was distributed via the 16 state regional coordinators to business, labor, industry, local advisory councils, parents, and educators, members of the advisory committee and staff from the Department.

Of the 5,000 Career Education Priority Assessment instruments disseminated, 1,273 were returned. After discarding nine returns which were incomplete or blank except for comments, 1,264 returns comprised a 25.3 percent response rate. Seventy-seven percent of the respondents were in the field of education as teachers, administrators, or counselors. The remaining respondents represented the fields of government, labor, business/industry, and the community-at-large. All sixteen of the Career Education regions of Oregon were represented, with Region 5 (Lane) accounting for 22 percent of the total response.

As with the pilot Career Education Priority Assessment survey, the most highly rated priorities consistently noted by a majority of the respondents were in three specific areas. The necessity of adequate communication skills, the value of positive work-related attitudes, and the constructive use of decision-making skills were specifically noted by a majority of both the educator and non-educator respondents.

We felt that we were now in a stronger position to develop a student needs assessment. We contracted a private consultant to develop instruments for grades three, six, nine, and twelve which would reflect the goals which had been prioritized by the community at large.

Career education student competency assessment instruments suitable for surveying up to 2,000 three, six, nine, and twelfth grade students statewide were developed. (Appendix E.) The questions were written to be at least one grade level below the grade level in which testing would occur. A pilot survey of at least two hundred (50 from each grade level) was planned to take place at least three weeks prior to the full student assessment. The questionnaire would then be revised accordingly and distributed to regional coordinators who would be responsible to see that a cultural, economic, and sex representation was made in each of their regions.

However, several unexpected variables resulted in a modification of the plan, and the student assessment had to be rescheduled for 1977-78.

D. ASSESS THE NEEDS FOR TRAINING AND RETRAINING OF EDUCATIONAL PERSONNEL TO SERVE IN CAREER EDUCATION PROGRAMS.

We felt it essential to conduct an assessment of a group key to the development and implementation of career education. We contracted a person to develop what became the "Oregon Counselor Training Needs Assessment" (Appendix F). This tool provided data in two related areas. First, the respondents had the opportunity to identify from a list of 57 items whether they have a strong, moderate, or no need for training in each item. Secondly, the respondent identified whether their counselor training needs were being met, totally, partially, or not at all.

It was considered vital to field test the instrument with a small group of counselors and to revise the assessment accordingly. The subjects of the field test were the officers or their designee from Oregon Personnel and Guidance Association and Oregon School Counselors Association and selected counselor trainers.

When the field test was completed and the instrument revised, it was sent to the approximately 1,000 elementary and secondary counselors in the state.

An analysis of the responses (Appendix G) indicated the areas in which counselors need training. The areas which counselors indicate as priority areas for retraining and in which their training needs are not being met will become first year goals within the career education state plan. On the other hand, those areas where there is a moderate need for training, but the need is being partially or completely met, will be of a lower priority.

The results of the analysis will be correlated with the student needs and will provide additional data for the prioritization of the short- and long-range goals for the career education state plan and the ultimate retraining of staff.

The establishment of one- and five-year goals leads to the identification of objectives and activities. Inherently, a part of the entire process of establishing objectives and activities is the recognition of areas in which people need training or retraining to better meet the needs of students. However, Oregon has long recognized the need to train and retrain educational personnel who work in the area of career education. This commitment to upgrading personnel manifests itself in at least three major ways:

Cadre

Oregon has trained or retrained district and school staff through the cadre approach in the areas of career awareness, exploration, guidance, information systems, and in music careers, to name a few. This retraining effort has resulted in approximately 10-12,000 people receiving additional career education expertise in the state.

Higher Education

All of the teacher training institutions in the state provide opportunities for their students to receive instruction and field experience in career education.

District Efforts

Many districts throughout the state provide opportunities for their staff to receive in-service experiences in career education. Although these methods existed in Oregon prior to the development of a state plan, their future efforts will likely focus on and receive more resources that are specifically directed toward career education than they have in the past.

E. IDENTIFY EXISTING AND POTENTIAL STATE AND NATIONWIDE RESOURCES.

Our Program Coordination Center was primarily responsible for this part of the plan. They are the key to a coordinated department-wide procedure through which dissemination activities of career education are both received and sent. The "Center" maintains a comprehensive collection of educational information resources. Their primary data base, the Dialogue System, is the largest collection of information related to education available. The center staff conducts at least fifty computer and manual searches per month and maintains a microfiche collection and equipment. Other resources include a library of hardbound books and educational journals. Because of our affiliation with career education directors/coordinators and agencies, we constantly receive information from around the nation.

Even though the existing system provides an excellent overview of resources, it was decided to involve another organization in identifying resources. Accordingly, we phoned the National Center for Career Education at the University of Montana and asked if they could and would develop a method and instruments to survey the state's career education resources. The result was a publication titled the "State's Career Education Resource Guide" which identifies career education; personnel; resource centers; and programs and practices in the nation. As such, it provides a valuable resource for both identification and stimulation for ideas.

We also concluded that it was useful to identify our state's resources and decided that it was appropriate to contract a consultant to develop the methodology. The consultant was to:

Provide recommended guidelines, procedures, cover letter and a five-part model Career Education Resource Guide instrument suitable for surveying up to 100 educators statewide in the areas of (a) Career Education facilities, (b) Career Education personnel, (c) Career Education programs and practices to eliminate sex-role stereotyping, (d) Career Education community resources, and (3) Career Education funding resources.

Coordinate and cooperate with the Oregon Department of Education Career Education Resource Dissemination Specialist.

Recommend a target population to be surveyed.

Recommend guidelines and/or procedures for the survey.

Develop a recommended cover letter with instructions for the target population.

Develop a recommended five-part model resource survey instrument.

The results of this effort are found in Appendix H. A variety of circumstances resulted in our delaying the survey until the second year of the project. However, it is expected that the result and the ensuing catalogs will be a valuable addition to career education. Further, one anticipates that the career education state plan will reflect goals, objectives and activities for the future expansion of these catalogs.

F. DEVELOP SHORT- AND LONG-RANGE PLANS FOR THE DEVELOPMENT AND IMPLEMENTATION OF CAREER EDUCATION.

The draft of the career education state plan (Appendix I) and "What Is Career Education in Oregon?" a concept paper (Appendix J) were both developed from input from the field and a prior knowledge. They were, in fact, developed by members of the Career Education State Plan Task Force at an intensive two- and one-half day retreat. They were subsequently disseminated to the Governor's State Advisory Council for Career and Vocational Education, the Regional Coordinators, members of the public who had indicated a desire to receive materials, relative to the development of the plan, Oregonians who had participated in the "Houston Conference," and a selection of people in business,labor, industry, etc., who had been recommended. Input continues to be received and revisions to be made. The development of the draft surfaced two primary special areas which the Task Force considered very important and which they decided needed to be developed by people with more expertise than they possessed. Subsequently, people were contracted to write sections on able and gifted students (Appendix K) and sex stereotyping (Appendix L). Both of these documents continue to be revised and will be folded into the final draft of a state plan. Although a budget is not reflected in the draft of goals, objectives and activities for a career education state plan included in this report, the original version drafted by the Task Force did have a tentative budget. The processes of arriving at figures made it apparent that more information was needed regarding career education start up and development cost. This awareness resulted in a study titled "The Cost of Career Education: An Analysis of Selected Programs in the State of Oregon" (Appendix M). This study provided us with heretofore unavailable information which was based more on fact than conjecture. The information will be invaluable when we arrive at the stage of developing a realistic budget to implement the state plan.

G. DESCRIBE THE METHODS THAT HAVE BEEN USED TO EVALUATE THE EFFECTIVENESS OF EACH OF THE FOLLOWING PROGRAM COMPONENTS.

Career education in Oregon has been primarily funded by vocational education. Not only have Department staff positions been paid for, but all of the

major projects, with the exception of the last two years when specific career education appropriations were made available, have been funded with vocational education dollars. Consequently, when we began to look at evaluation, it was determined to employ a two-phased approach.

We reasoned that during Phase I, we needed to provide a framework within which each of the career and vocational education projects in local education agencies (LEAs) in the state could be monitored and evaluated by the Oregon Department of Education. Such a design would enable us to obtain even more information about what had happened and was happening relative to career education through vocational education and we would have a clearer picture of what needs to be done. The needs would then be reflected in subsequent goals, objectives and activities of the state plan. It was then necessary to let a contract. The result was a document titled "Preliminary Evaluation Design for Career and Vocational Education," (Appendix N). This document is important in that it provides the framework essential for the second phase.

Phase II would see the development of evaluative instruments and their implementation in the field which would provide information related to the effectiveness of all parts of a career education state plan.

H. PROBLEMS AND/OR CHANGES IN PROJECT SCOPE

As typical of all projects, the major problem was completing the scope of work at the quality level desired within a realistic timeline.

It was hoped that we would have the state plan completely developed in the first year of funding. However, time delays and second-year funding created an opportunity to develop an even better product with more involvement than was originally conceived.

Another difficulty which had to be overcome was the decision to carry out the assessment stage completely within the Oregon Department of Education. This decision, coupled with collapsed timeline and overcommitted personnel, precipitated a series of events which further delayed the project and caused a realignment of the budget.

The realignment of the budget as approved by our project officer and the budget personnel had many positive results. It enabled us to carry out studies, write papers, and review data which formerly would not have been possible. But we believe the resulting efforts have and will contribute significantly to the depth and quality of the plan. However, we were obligated to return funds to the government.

The original proposal called for hiring two interns to assist in the development of the plan. We were unable to find qualified people to carry out these functions, and after permission was granted by the U.S. Office, revamped the project. We did hire one person at .6 FTE for the duration of the project and another at 1. FTE for 90 days. This enabled people to become involved and diffused the responsibilities, both of which can be considered as positive outgrowths.

I. DESCRIBE DISSEMINATION ACTIVITIES CONDUCTED DURING THE REPORT PERIOD INCLUDING AUDIENCES, PRODUCTS DEVELOPED, AND RESULTS OF DISSEMINATION. INDICATE HOW DISSEMINATION ACTIVITIES RELATED TO STATE PLAN DEVELOPMENT. ATTACH COPIES OF PRODUCTS, PUBLICITY MATERIALS, ETC., ON PROJECT.

The dissemination efforts to date have been primarily informal in nature. The people who went to the Houston Conference were appraised of where we were and asked to make suggestions for the career education state plan as were the Governor's State Advisory Council for Career and Vocational Education. In addition to that, we initiated a series of news releases to papers around our state, relative to the needs identification meeting mentioned previously in this report. We have also initiated a form which goes on the bottom of various communications which provides the recipient with an opportunity to indicate whether they wish to be on a mailing list (Appendix O).

As other states write us for various items relative to the plan, we have responded.

We prepared a third draft (concept paper) of "What Is Career Education in Oregon?" with a reaction sheet containing three questions and a request for additional comments. These were sent out, with the request that the reaction sheet be returned.

J. SPECIAL ACTIVITIES

We have included in t[illegible]aft of the plan, and will also include in the final plan, section[illegible] we feel are very important and need special emphasis. These are sex [illegible]reotyping (Appendices I & L) and able and gifted students (Appendices I & K). We also plan to include within the final plan the resources which will enable interested school districts to implement Experience Based Career Education (EBCE) in whatever version best meets their needs.

Appendices
for
Oregon Career Education State Plan

Project Title: Comprehensive State Plan for Implementing Career Education in the Elementary and Secondary Schools

Project Number: 13.554

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Project Duration: July 1, 1976
June 30, 1977

Project Director, Marv Harmon

Oregon Department of Education
942 Lancaster Drive NE
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APPENDICES

Appendix A

Career Education

We would like your opinions about the importance of some of the career education goals which exist in Oregon. Please fill out this cover sheet and then rate the goals according to the instructions.

At the end of the questionnaire there is an evaluation sheet. Your candid opinions will help us improve the questionnaire.

Thank you very much for your continued cooperation in our efforts to improve programs for Oregon students.

1. What is your current occupation? _____ (1,2)

2. How many years have you been in your current occupation? _____ (3,4)

3. Please name the city in which you work. _____ (5,6)

4. If you are currently employed in a field other than education, have you ever worked in the field of education? Yes _____ No _____ (7)

   If yes, what was your occupation? _____ (8,9)

   How many years did you work in the field of education? _____ (10,11)

5. If you are currently employed in education, have you ever worked in a field other than education? Yes _____ No _____ (12)

   If yes, what was your occupation? _____ (13,14)

   How many years did you work outside of education? Full Time _____ (15),

   Part Time _____ (16), Summer _____ (17)

6. If you are a teacher, please indicate your subject area (if appropriate) and grade level.

   Subject area _____ (18,19), Grade level _____ (20,21)

7. Please indicate your age _____ (22,23), your sex _____ (24)

8. According to your name tag, which one of the following areas are your representing at this meeting? (25)

   1. Education _____
   2. Government _____
   3. Labor _____
   4. Business/Industry _____
   5. Community _____

Please consider each of the student goals listed below. To the right of each goal, indicate how important it is in your opinion that students achieve that goal.

GOALS	NOT IMPORTANT				VERY IMPORTANT
1. Identify and describe various tasks the student performs within the family.	1	2	3	4	5
2. Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.	1	2	3	4	5
3. Recognize that some work requires individual effort and other work requires group participation.	1	2	3	4	5
4. Begin to understand the relationship of the producer life role to family, citizen, consumer, individual and learner life roles.	1	2	3	4	5
5. Be able to recognize why most members in a community seek work.	1	2	3	4	5
6. Be able to join and participate in a youth leadership organization associated with their area of career preparation.	1	2	3	4	5
7. Will be able to recognize an individual's interdependence within the community.	1	2	3	4	5
8. Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	1	2	3	4	5
9. Will be able to experience examples of decision making in occupational roles.	1	2	3	4	5
10. Be knowledgeable of several alternatives in post-secondary occupational specialization.	1	2	3	4	5
11. Become aware that the world of work requires certain physical movements or skills.	1	2	3	4	5
12. Demonstrate the attitudes and skills in employer-employe relations suitable for maintaining proper working relationships.	1	2	3	4	5

Goals	NOT IMPORTANT				VERY IMPORTANT
13. Begin to identify and understand the relationship among classwork, activities and choice in careers.	1	2	3	4	5
14. Will be able to identify and participate in a decision-making process.	1	2	3	4	5
15. Understand the need for a monetary system.	1	2	3	4	5
16. Knows of, and is able to enroll in career preparation programs outside of the recognized cluster programs appropriate to their career plans.	1	2	3	4	5
17. Identify and use basic methods of communication.	1	2	3	4	5
18. Be able to understand tools as an extension of the body.	1	2	3	4	5
19. Apply basic skills that are supportive of their career development goals (i.e., computational, communicative, scientific, social, decision making and others).	1	2	3	4	5
20. Recognizes that different experiences may create different work habits and attitudes.	1	2	3	4	5
21. Will be able to demonstrate that occupations require degrees of physical movement.	1	2	3	4	5
22. Know several factors that improve an individual's chances for securing and maintaining employment.	1	2	3	4	5
23. Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.	1	2	3	4	5
24. Will move from an identification of workers to an understanding of work as a need of society.					
25. Know the common reasons for which peoples' employment is terminated.	1	2	3	4	5
26. Will be able to identify and individually develop positive attitudes about work.	1	2	3	4	5

Goals	NOT IMPORTANT				VERY IMPORTANT
27. Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.	1	2	3	4	5
28. Develop an awareness of the need for creativity in many occupations.	1	2	3	4	5
29. Identify examples of decision making in the career development process.	1	2	3	4	5
30. Understand that groups of employes can organize to influence conditions of employes.	1	2	3	4	5
31. Be able to estimate with considerable accuracy the take-home pay of any job for which he/she applies.	1	2	3	4	5
32. Will know the difference between production, distribution, and consumption.	1	2	3	4	5
33. Understand how state and federal laws governing employment practices protect workers.	1	2	3	4	5
34. Recognize acceptable behaviors in the home, school, and community.	1	2	3	4	5
35. Will understand that opportunities for creative expression exist in the world of work.	1	2	3	4	5
36. Determine post-secondary goals and formulate appropriate educational plans.	1	2	3	4	5
37. Will be able to identify basic skills required for several occupations.	1	2	3	4	5
38. Realize that training/retraining may be required or become desirable several times during one's working life.	1	2	3	4	5
39. Begin to identify workers in the community.	1	2	3	4	5
40. Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	1	2	3	4	5

Goals	NOT IMPORTANT				VERY IMPORTANT
41. Will be able to understand and identify personal aptitudes, abilities, interests and values.	1	2	3	4	5
42. Experience working in the community on a full-time basis over an extended period of time.	1	2	3	4	5
43. Be able to identify attitudes of others within the world of work.	1	2	3	4	5
44. Will be able to participate in some experience within the world of work.	1	2	3	4	5
45. Begin to appreciate, understand, and function in a constructive manner in relationship to the physical environment.	1	2	3	4	5
46. Will be able to relate one's own individuality to occupational choices.	1	2	3	4	5
47. Will be able to understand and develop effective interpersonal relationship skills.	1	2	3	4	5
48. Identify and begin to develop interpersonal relationship skills.	1	2	3	4	5

Please add any goals you consider important.
Please rate these on the 5 point scale.

Evaluation

We would like to use the Career Education Questionnaire with a broad-based sample of teachers, administrators, counselors, parents, students, members of the labor, business/industry communities, government representatives and the public. Please indicate what might be done to improve the questionnaire for use with these audiences.

Appendix B

Third draft

August 12, 1977

WHAT IS CAREER EDUCATION IN OREGON?

A

CONCEPT PAPER

> "Career education is an instructional strategy for all segments of the educational program, which embraces the concept that each individual must learn to function effectively in six life roles; citizen, consumer, family member, individual, learner, and producer. Within the basic instructional program career education provides learners experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work."

Career education, as defined here, is an instructional strategy which blends with developmental theory in reeognizing that learning starts in the pre-school years and continues well into the retirement years. Thus, this definition of career education is purposely intended to be broad enough to recognize that learning is a long range developmental process but has limitations because it is also an instructional strategy.

Certain assumptions therefore follow this blending of developmental theory and instructional strategy and help to meet the unique needs of Oregon learners. These assumptions include:

1. All persons in Oregon should have the opportunity to develop the skills and knowledges needed to comprehend and utilize career education from early childhood through the retirement years;
2. Learning should take place in the home, community, business, industry, labor and government establishments as well as in the school;

3. Teachers should relate their subject matter areas and courses to appropriate occupations.
4. Career education should enhance both basic education, and vocational education when it is included within those programs.
5. Career education should help the student to make better school, personal and occupational decisions.
6. Occupational preparation is an important objective within career education.
7. Experiential activities will help learning basic and vocational subjects;
8. All members of the community have a shared responsibility for career education;
9. A student's education, life style and occupational aspirations are best viewed as a complete developmental unit, rather than fragmented;
10. The cosmopolitan nature of today's society demands that career education helps to create environments that will meet the educational needs of all students;
11. Career education is for all students.

There are eight major themes within the concept of career education:

1. Self Awareness

   Students will develop a positive attitude toward themselves and others, a sense of self-worth and identity, and motivation to accomplish personal goals.

2. Occupational Awareness

   Students will acquire a continuing awareness of career opportunities and relate these opportunities to their personal aptitudes, interests, and abilities.

3. Occupational Exploration

Students will explore occupational possibilities that will increase their exposure to the options available to them and help lead to occupational satisfaction.

4. Occupational Preparation

Students will acquire marketable skills designed to develop the student's employability and also to help them recognize that advanced training and/or continuing education may be necessary befor employment.

5. Educational Awareness, Exploration and Preparation

Students should recognize that educational experiences are a part of total career preparation and development.

6. Economic Awareness

Students will have an understanding of the U. S. economic system and be aware of the relationship of productive work to the economy and to the individual's well-being.

7. Basic Education Awareness

Students should be aware that their basic school subjects are both occupational possibilities and essential preparation for all occupational areas.

8. Life Role Development

Career education should provide students with the skills and knowledge to understand the relationship that exists among the life roles and the impact of the life roles on their personal, school, and occupational development.

Career education is a comprehensive educational strategy that affects instruction at all grade levels, and in all subject matter disciplines. Career education concepts should be infused into each subject matter discipline in such a way that the career development of students would be reflected in all instruction.

In language arts, for example, students would understand the importance of and relationship of language arts skills to careers as well as become aware of career possibilities in language arts. They would explore language occupations, both directly and indirectly, to the extent that such opportunities were available. They would focus on the development of skills which could be leasure skills or occupational skills at different points in the individual's life. The schools would assume responsibility for helping students who have a serious interest in language arts and are capable of succeeding to receive further training in school or to secure employment.

The example of career education in language arts can be equally applied for science, music, or any and all other subjects. However, it is important to note that each subject has major themes which are unique and important but do not directly relate to career education.

The infusion of career education concepts into each subject is only one aspect of the impact of career education. Generally, career education seeks to weave the development of academic and vocational skills and the six life roles into a new vibrant educational fabric which will have more appeal for students. This weaving should involve interaction between the school and the community to a greater extent than now exists.

Career education should be a means to build bridges between knowledge, skills, life, and occupational preparation. Implicit in the commitment to make education more relevant is the recognition that learning occurs in a

variety of settings other than the classroom and that it is impractical for schools to attempt to duplicate existing community facilities and/or services. Schools should seek to utilize the human resources, services, and facilities of labor organizations, business establishments, social service agencies, private and proprietary schools, institutes of higher education, public institutions, and the general community. Education, when infused with career education, can become vital and exciting and involve learning on both sides of the school's walls.

Career education cannot ensure the successful transition of youth from the school to the labor market without appropriate policies and actions on the part of government, industry, and organized labor. Therefore, the development of channels of communication between these organizations and the schools must have high priority at both local and state level.

It is imperative that the career education thrust be sensitive and adaptable to the requirements of the rapidly changing career patterns in society. Career education must also be sensitive to the changing relationship between work and leisure in a society where the amount of leisure time is increasing.

The Oregon Department of Education believes that career education, as it is developing in the schools and communities of this state, can provide at least a partial means to meet the divergent needs of students, and will assist individuals to move with a minimum of discontinuity among their life roles. These truths serve as support for the belief that teachers, parents, and the community must be actively and positively concerned with all that affects the growth of the individual.

REACTION SHEET TO THE 3rd DRAFT

OF

WHAT IS CAREER EDUCATION IN OREGON? A CONCEPT PAPER

1. Is it consistent with present philosophies, policies, objectives and activities in your school?

2. Do you concur with the approach and presentation in the paper?

3. Does it contain the essential elements necessary to adequately define the perimeters of career education?

4. Additional comments (use back of sheet if needed).

Appendix C

Contractor responsibilities:

1.0 Provide a final draft analysis of up to 100, 48 item, six-page pilot Career Education assessment instruments.

1.1 Coordinate and supervise tabulation of data by Oregon State University Computer Center.

1.2 Provide transport of data to and from Corvallis, Oregon, as necessary.

1.3 Analyze data tabulation by occupational area and state regional district of respondents.

1.4 Analyze goal statement prioritization data.

1.5 Summarize and/or synthisize evaluative comments of respondents.

1.6 Prioritize goal statement listing.

1.7 Write and submit final draft analysis of pilot survey.

PILOT CAREER EDUCATION PRIORITY ASSESSMENT ANALYSIS

RESPONSE:

Of the seventy respondents to the pilot Career Education Priority Assessment instrument, fully 64% were in the field of education as teachers, administrators, or counselors. The remaining respondents represented the fields of government, labor, business/industry, and the community-at-large. Only six of the sixteen Career Education regions of Oregon were represented, with Region 3 (Marion, Polk, Yamhill), Region 5 (Lane), and Region 8 (Jackson, Josephine) accounting for 73% of the total response.

PRIORITIES:

The most highly rated priorities consistently noted by the majority of the respondents were in three specific areas. The necessity of adequate communication skills and the value of positive, work-related attitudes may be grouped as the two most highly desirable priorities for career education, according to the survey respondents. Decision-making skills were also consistently rated as being of high priority, specifically noted so by a majority of the non-educator respondents.

COMMENTS:

Of the forty-six responces with comments attached, the majority were submitted by educators and could be grouped in two specific areas. Survey instrument length and complexity of educational jargon consistently noted as requiring at least moderate improvement.

RESULTS:

The pilot Career Education Priority Assessment instrument served its purpose in the two intended areas of item validation of a limited scale and respondent reaction to the instrument in general.

At this time, the complete Career Education Priority Assessment instrument has been shortened to forth-five items, the wording of most of the goal statements revised to eliminate much educational jargon, and the revised survey instrument disseminated to 5,000 representatives of education, government, labor, business/industry, and the community-at-large.

TABULATION SUMMARY

(Pilot) Career Education Priority Assessment

Region	Responses	Comments	Educ.	Govt.	Labor	Bus/Ind	Comm.
1	-	-	-	-	-	-	-
2(2a)	8	7	7	-	-	1	-
3	13	9	9	4	-	-	-
4	-	-	-	-	-	-	-
5	22	14	14	3	2	3	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	16	9	6	3	2	3	2
9	-	-	-	-	-	-	-
10	6	5	5	-	-	1	-
11	-	-	-	-	-	-	-
12	5	2	4	1	-	-	-
13	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-
15(2b)	-	-	-	-	-	-	-
16(2c)	-	-	-	-	-	-	-
	70	46	45	11	4	8	2

COMMENT SUMMARIZATION

"Educational jargon":

"The vocabulary in many goals is obviously Career Education jargon, which I don't know how to overcome; mabe a glossary would help."

"List some questions in terms familiar to labor and business."

"Some statement are unclear."

"Confine listing to one item related to each basic precept, so that the whole thing doesn't bog down in technicalities of language; smacks of educationese."

"Goals are very badly worded; use too many undescribed adjectives."

"Questions use trade jargon to the extent that many questions are not understandable."

"I wonder if the terminology used is understood outside the educational staff?"

"Instrument length":

"May be too lengthy, with so many statements so nearly alike."

"Too long."

"Too many questions (goals)."

"Shorten it; some could be combined."

Other:

"Consider changing the format from importance to gathering opinions about statements of what students should gain. Use an opinion statement scale from strongly agree to strongly disagree."

"Questionnaire is OK; the people process is most important even if it takes time. Everyone has ownership if they participate."

"There is a way to avoid asking that the same goals be prioritized. So many of these questions seemed so closely related."

"What can you do for the minority population?"

"How do you plan to overcome cultural and language diffenences?"

"Must preface questionnaire with aims of career education. Without the preface of the ones with regard to production, individual, family, etc., I would have answered differently."

"Attempt to remove barriers which create serious doubts as to the affectiveness of the educational system in providing effective career education."

1976-77 OREGON CAREER/VOCATIONAL REGIONAL DISTRICTS

Region	Counties	Coordinator	Telephone
1	Clatsop Tillamook (Columbia)	Chuck Dymond	325-2862
2a(2)	Multnomah	Alan Goetz	255-1841
2b(15)	Washington	Ernie Keller	648-7191
2c(16)	Clackamus	Al Pfahl	635-4341
3	Marion Polk Yamhill	Jack Tilton	588-5330
4	Linn Benton Lincoln	Burr Fancher	967-4387
5	Lane	Ron Munkres	689-6500
6	Douglas	Jerry Shiveley	672-6571
7	Coos Curry	Ron Olsen	756-3130
8	Jackson Josephine	Nat Etzel	779-5510
9	Wasco (Hood River) (Sherman)	Bill Bell	298-5155
10	Deschutes (COCC) Jefferson (Crook)	Chuck Skeans	548-8148
11	Klamath Lake	Paul Mallonee	882-7721
12	Morrow Umatilla (Gillian) (Wheeler)	Garth Davis	276-6616
13	Baker (City schools) Union Wallowa	Chuck Howell	963-4106
14	Baker Grant Harney Malheur	Sam Banner	473-3138

PILOT CAREER EDUCATION PRIORITY ASSESSMENT (N=70)

Aggregate Priority*	Goal Statement	Instrument Item Number
1	Identify and use basic methods of communication.	17
2	Know several factors that improve an individual's chances for securing and maintaining employment.	22
3	Will be able to participate in some experience within the world of work.	44
4	Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	8
5	Will be able to identify and individually develop positive attitudes about work.	26
6	Begin to understand the relationship of the producer life role to family, citizen, consumer, individual and learner life roles.	4
7	Demonstrate the attitudes and skills in employer-employe relations suitable for maintaining proper working relationships.	12
8	Begin to identify and understand the relationship among classwork, activities and choice in careers.	13
9	Be knowledgeable of several alternatives in post-secondary occupational specialization.	10
10	Will be able to identify and participate in a decision-making process.	14

** Aggregate priority disregards region or occupation of respondants. (N=70)

Aggregate Priority*	Goal Statement	Instrument Item Number
11	Realize that training/retraining may be required or become desirable several times during one's working life.	38
12	Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.	2
13	Apply basic skills that are supportive of their career development goals (i.e., computational, communicative, scientific, social, decision making and others).	19
14	Will be able to experience examples of decision making in occupational roles.	9
15	Recognize that some work requires individual effort and other work requires group participation.	3
16	Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.	23
17	Will be able to understand and identify personal aptitudes, abilities, interests and values.	41
18	Know the common reasons for which peoples' employment is terminated.	25
19	Will be able to understand and develop effective interpersonal relationship skills.	47
20	Will be able to relate one's own individuality to occupational choices.	46
21	Identify and begin to develop interpersonal relationship skills.	48
22	Be able to recognize why most members in a community seek work.	5
23	Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	40

Aggregate Priority*	Goal Statement	Instrument Item Number
24	Recognize acceptable behaviors in the home, school, and community.	34
25	Determine post-secondary goals and formulate appropriate educational plans.	36
26	Knows of, and is able to enroll in career preparation programs outside of the recognized cluster programs appropriate to their career plans.	16
27	Recognizes that different experiences may create different work habits and attitudes.	20
28	Will be able to identify basic skills required for several occupations.	37
29	Understand the need for a monetary system.	15
30	Will understand that opportunities for creative expression exist in the world of work.	35
31	Develop an awareness of the need for creativity in many occupations.	28
32	Will be able to recognize an individual's interdependence within the community.	7
33	Identify and describe various tasks the student performs within the family.	1
34	Become aware that the world of work requires certain physical movements or skills.	11
35	Identify examples of decision making in the career development process.	29
36	Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.	27

Aggregate Priority*	Goal Statement	Instrument Item Number
37	Be able to understand tools as an extension of the body.	18
38	Experience working in the community on a full-time basis over an extended period of time.	42
39	. Understand how state and federal laws governing employment practices protect workers.	33
40	Begin to appreciate, understand, and function in a constructive manner in relationship to the physical environment.	45
41	Be able to identify attitudes of others within the world of work.	43
42	. Understand that groups of employes can organize to influence conditions of employes.	30
43	. Will know the difference between production, distribution, and consumption.	32
44	. Be able to estimate with considerable accuracy the take-home pay of any job for which he/she applies.	31
45	Will be able to demonstrate that occupations require degrees of physical movement.	21
46	Begin to identify workers in the community.	39
47	Be able to join and participate in a youth leadership organization associated with their area of career preparation.	6
48	Will move from an identification of workers to an understanding of work as a need of society.	24

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CAREER EDUCATION PRIORITY ASSESSMENT ANALYSIS

RESPONSE:

Of the 5,000 Career Education Priority Assessment instruments disseminated, 1,273 were returned. After discarding nine returns which were incomplete or blank except for comments, 1,264 returns comprised a 25.3% valid response rate. 77% of the respondents were in the field of education as teachers, administrators, or counselors. The remaining respondents represented the fields of government, labor, business/industry, and the community-at-large. All sixteen of the Career Education regions of Oregon were represented, with Region 5 (Lane) accounting for 22% of the total response.

PRIORITIES:

As with the pilot Career Education Priority Assessment survey, the most highly rated priorities consistently noted by a majority of the respondents were in three specific areas. The necessity of adequate communication skills, the value of positive, work-related attitudes, and the constructive use of decision-making skills were specifically noted by a majority of both the educator and non-educator respondents.

COMMENTS:

Of the thirteen responses with comments attached, most noted the continued excessive use of educational jargon.

RESULTS:

From the attached Tabulation Summary By Priority, any Regional Career Education Coordinator might determine how consistent local goal priorities were with the statewide mean priorities. Region 7 (Coos,Curry), Region10 (Deschutes, Jefferson, Crook), and Region 11 (Knamath, Lake) diviated from the statewide mean only to a moderate extent, and that may be due to a relatively low response rate. Of the seven occupational areas represented, only the community-at-large group diviated significantly from the statewide mean, and that may also be due to a relatively low (1.3%) return rate.

CAREER EDUCATION PRIORITY ASSESSMENT
(Tabulation Summary By Occupational Area)

Occupational Area of Respondents	Responses (N=1264)	Rate
(01) Teacher	703	55.6%
(02) Administrator	169	13.4%
(03) Counselor	101	8.0%
(04) Government Employee	36	2.8%
(05) Labor	69	5.5%
(06) Business/Industry	169	13.4%
(07) Community-At-Large	17	1.3%

Note:		N	D
973	response from educators (01)+(02)+(03).	77%	19%
291	responses from non-educators (04)+(05)+(06)+(07).	23%	6%

1264 total responses (N=1264) of 5000 (D=5000) disseminated to all groups.

25.28% return: $\frac{N=1264}{D=5000}$

CAREER EDUCATION PRIORITY ASSESSMENT
(Tabulation Summary By Region)

Region	Counties	Coordinator	Responses (N=1264)
1	Clatsop Tillamook (Columbia)	Chuck Dymond	40
2a(2)	Multnomah	Alan Goetz	151
2b(15)	Washington	Ernie Keller	172
2c(16)	Clackamus	Al Pfahl	100
3	Marion Polk Yamhill	Jack Tilton	174
4	Linn Benton Lincoln	Burr Fancher	77
5	Lane	Ron Munkres	273
6	Douglas	Jerry Shiveley	57
7	Coos Curry	Ron Olsen	17
8	Jackson Josephine	Nat Etzel	48
9	Wasco (Hood River) (Sherman)	Bill Bell	17
10	Deschutes(COCC) Jefferson (Crook)	Chuck Skeans	23
11	Klamath Lake	Paul Mallonee	20
12	Morrow Umatilla (Gilliam) (Wheeler)	Garth Davis	46
13	Baker (City schools) Union Wallowa	Chuck Howell	27
14	Baker Grant Harney Malheur	Sam Banner	22

CAREER EDUCATION PRIORITY ASSESSMENT
(Tabulation Summary By Priority)

Statewide Aggregate	Region																Occupational Area						
	1	2a	2b	2c	3	4	5	6	7	8	9	10	11	12	13	14	01	02	03	04	05	06	07
1	2	1	1	1	1	1	1	1	2	2	1	4	1	1	1	1	1	1	8	3	1	1	4
2	3	2	2	2	3	3	5	4	15	19	2	3	5	3	2	5	2	4	5	2	5	3	14
3	11	3	3	3	4	2	2	3	1	7	11	16	8	9	3	11	3	2	6	5	3	2	23
4	13	4	4	5	2	5	3	2	32	14	21	6	24	2	5	8	4	3	1	6	2	6	11
5	9	6	6	9	6	4	6	5	3	5	6	5	6	4	6	6	6	6	2	7	8	7	9
6	1	5	7	4	5	6	4	8	22	13	7	21	28	12	4	7	5	5	7	1	11	5	13
7	6	8	5	10	11	11	8	7	7	3	17	14	3	10	13	12	7	9	17	9	6	8	6
8	16	7	9	13	7	7	9	6	5	10	15	24	23	5	10	10	13	7	19	4	4	4	22
9	12	10	11	7	13	8	12	14	6	4	9	2	7	7	17	2	8	11	11	8	10	18	10
10	5	14	8	11	12	13	14	13	4	1	3	1	4	6	7	19	10	13	9	11	15	10	1
11	7	12	13	15	9	9	7	19	35	21	4	11	12	8	11	31	12	6	16	13	9	9	20
12	4	9	14	6	10	15	13	17	9	6	23	7	20	14	9	9	9	15	3	24	28	15	3
13	8	11	12	8	8	10	10	16	29	16	8	27	30	18	14	13	11	10	10	12	17	12	27
14	17	15	10	17	25	16	11	11	17	8	5	8	9	13	31	4	15	16	13	10	7	11	5
15	19	13	19	20	22	26	18	24	8	12	34	23	10	26	16	3	18	22	18	23	13	21	15
16	14	20	23	26	14	17	15	12	14	29	10	28	23	11	21	24	22	12	14	15	12	27	26
17	10	18	18	23	24	27	20	27	11	11	18	17	2	23	12	15	20	27	4	22	25	14	12
18	23	21	22	12	18	23	22	10	10	24	14	19	17	17	18	29	14	24	15	26	27	24	40
19	25	17	20	22	15	20	19	18	12	23	12	39	14	15	25	17	17	20	28	25	26	17	7
20	24	25	15	18	20	19	17	21	26	18	38	10	19	30	21	23	21	19	26	29	16	19	8
21	28	23	16	28	23	18	16	20	20	20	37	9	18	22	19	22	24	18	25	14	14	16	2
22	15	16	24	19	19	25	23	23	23	15	13	15	15	20	8	16	19	23	20	28	23	25	18
23	18	21	17	16	17	14	21	26	38	35	26	12	34	19	22	27	23	17	12	17	35	26	17
24	26	19	21	14	16	12	27	15	41	25	30	30	25	16	15	14	16	21	23	20	22	33	29
25	35	20	27	24	21	21	26	9	16	17	16	29	26	21	20	35	26	14	21	32	20	28	21

CAREER EDUCATION PRIORITY ASSESSMENT (Continued)
(Tabulation Summary By Priority)

Statewide Aggregate	Region															Occupational Area						
	1	2a	2b	2c	3	4	5	6	7	8	9	10	11	12	13	14	01	02	03	04	05	06	07
26	37	22	29	21	26	22	25	25	27	26	41	13	22	29	37	21	25	25	30	31	21	31	42
27	29	33	26	29	31	31	31	28	13	9	19	20	27	31	38	25	28	30	22	30	29	23	33
28	27	30	28	27	29	24	30	22	37	38	39	33	31	28	27	33	27	26	34	21	18	35	21
29	34	32	30	25	28	30	28	34	43	36	25	22	41	25	25	32	29	28	29	36	19	29	28
30	40	38	25	31	32	38	24	30	28	27	32	25	44	24	40	18	31	29	31	27	32	20	16
31	38	27	32	34	36	28	36	32	19	22	24	26	16	27	29	28	30	31	27	35	31	36	34
32	30	28	33	37	30	35	29	31	40	34	29	35	37	33	26	30	34	32	38	19	24	13	24
33	31	31	37	40	27	32	32	29	18	28	20	32	11	32	30	42	32	38	33	16	30	22	19
34	33	34	31	30	33	33	33	40	42	37	22	31	42	34	28	38	33	33	24	40	34	37	36
35	36	36	36	36	35	36	34	38	24	33	36	34	21	35	35	37	35	36	35	38	38	30	32
36	20	35	35	32	34	39	35	37	44	39	33	40	38	38	36	34	37	34	40	39	33	34	30
37	22	29	34	35	38	40	37	36	34	30	31	38	40	41	34	20	36	37	37	34	37	32	31
38	21	42	42	41	37	37	39	35	33	32	27	18	15	40	33	26	38	39	32	37	43	43	25
39	41	40	39	42	39	43	38	33	21	31	40	37	39	37	32	36	42	42	39	18	36	38	38
40	32	37	38	33	40	29	40	39	39	44	43	42	29	36	45	41	39	35	43	44	39	42	35
41	42	39	44	39	41	41	41	41	36	41	42	36	35	39	42	39	40	41	36	41	42	44	44
42	39	43	41	38	42	34	43	45	30	45	28	41	36	43	41	43	41	40	41	45	45	45	45
43	43	41	40	43	43	42	42	42	45	40	44	43	45	45	44	40	43	43	44	33	41	40	43
44	44	44	43	45	44	44	44	44	31	43	35	44	32	44	39	45	44	44	42	43	44	39	39
45	45	45	45	44	45	45	45	43	25	42	45	45	43	42	45	44	45	45	45	42	40	41	37

CAREER EDUCATION PRIORITY ASSESSMENT

Aggregate Priority**	Goal Statement
1	Take and follow instructions.
2	Develop positive individual attitudes about work.
3	Demonstrate ability to work cooperatively with other workers and management.
4	Identify the main factors that improve an individual's chances for getting and holding a job.
5	Demonstrate the attitudes and skills in employer-employee relations suitable for maintaining good working relationships.
6	Use basic methods of communication.
7	Recognize that some work requires individual effort and other work requires group participation.
8	Recognize that workers must produce at designated levels in order to maintain employment.
9	Understand the relationship between various kinds of classwork and a particular career.
10	Identify several alternative occupations beyond high school.
11	Apply basic skills that are supportive of their career goals (i.e., computational, communicative, scientific, social, decision-making).
12	Understand and identify personal aptitudes, abilities, interests, and values.
13	Participate in a decision-making process.
14	Demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer.
15	Realize that training/retraining may be required several times during one's working life.
16	Identify the common reasons for which a worker's employment is terminated.
17	Determine goals for after high school and formulate appropriate plans.
18	Relate one's own individuality to occupational choices.

CAREER EDUCATION PRIORITY ASSESSMENT (Continued)

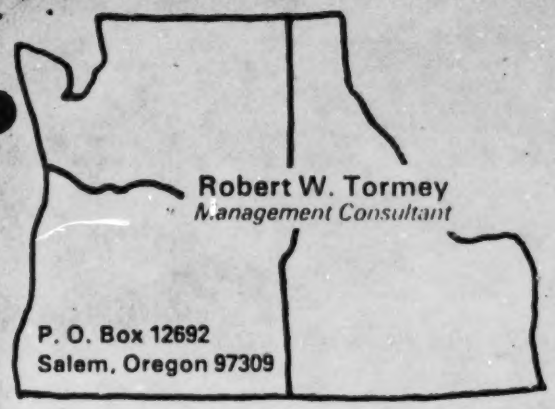
Aggregate Priority**	Goal Statement
19	Understand why most members in a community seek work.
20	Understand an individual's inter-dependence within the community.
21	Begin to understand the relationship of the producer to family, citizen, consumer, individual, and the learner.
22	Identify basic skills required for several occupations.
23	Understand strengths, weaknesses, and values of individuals and how these characteristics affect job choices.
24	Demonstrate that what skills are learned in the classroom are directly related to the job.
25	Demonstrate skills and attitudes necessary to obtain and maintain employment in a variety of occupations.
26	Begin to appreciate the need to act in a constructive manner in relationship to the physical environment.
27	See first hand examples of decision-making in occupational roles.
28	Recognize how the work he/she does fits into our society.
29	Recognize that different experiences may create different work habits and attitudes.
30	Develop an awareness of the basic methods of communication which helps understanding of our complex society.
31	Participate in several experiences within the world of work.
32	Understand the relationship of society's productiveness and the monetary system.
33	Enroll in career preparation programs appropriate to career plans.
34	Use examples of decision-making in career development.
35	Understand attitudes of others within the world of work.
36	Develop an awareness of the need for creativity in many occupations.
37	Understand that opportunities for creative expression exist in the world of work.
38	Estimate with considerable accuracy the take-home pay of any job for which he/she applies.

Aggregate Priority**	Goal Statement
39	Understand how state and federal laws governing employment practices affect both employer and employee.
40	Describe various tasks the student performs within the family.
41	Understand that groups of employees can organize to influence conditions, wages, and benefits (health insurance, pensions) of employees.
42	Identify workers of various occupations in the community.
43	Identify the difference between production, distribution, and consumption.
44	Experience working in the community on a full-time basis over an extended period of time.
45	Participate in a youth leadership organization associated with the area of career choice.

**Note: Aggregate priority disregards region or occupation of respondants. (N=1264)

Appendix E

(503) 581-0437



Mr. Marv Harmon, Specialist
Career Development
Oregon Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon, 97310

RE: CAREER EDUCATION STUDENT COMPETENCY ASSESSMENT

Dear Marv:

Please find attached the following:

* Contracted project objectives.
* Recommended guidelines, procedures, and target population.
* Recommended pilot survey cover letter.
* Recommended cover letter to Regional Coordinators.
* Recommended cover letter to teachers.
* Recommended answer sheet for grades three and six.
* Recommended answer sheet for grades nine and twelve.
* Recommended seperate questionaires for grades three, six, nine, and twelve.

I believe these item will prove satisfactory for your project objectives. If you have questions, or if I can be of further assistance, please do not hesitate to call on me.

Thank you for your assistance and cooperation.

Cordially,

Robert W. Tormey

RWT/b
Attachments.

Contractor Responsibilities

4.0 Provide recommended guidelines, procedures, cover letter, and a model career education student competency assessment instrument suitable for surveying up to 2,000 seventh and eleventh grade students statewide.

(Assessment instrument modified to survey up to 2,000 third, sixth, ninth, and twelth grade students statewide.)

4.1 Coordinate and cooperate with the Oregon Department of Education Career Development Specialist.

4.2 Recommend guidelines and/or procedures for the survey.

4.3 Recommend a target population to be surveyed.

4.4 Develop a recommended cover letter with instructions for the target population.

4.5 Develop a recommended model student competency assessment instrument.

4.6 Recommend guidelines and/or procedures for a pilot test of the survey instrument on up to 200 students.

Miscellaneous Comments on Procedures
Career Education Student Assessment

All questions have been written to at least one grade level below the grade level in which testing will occur.

A pilot survey of at least two hundred (50 from each grade level) should be conducted within the Willamette Valley at least three weeks prior to the full student assessment. The questionnaire would then be revised accordingly and distributed to one regional coordinator in each of the areas indicated on the answer sheet.

Regional coordinators should be given the responsibility to see that a reasonable cultural, economic, and sex representation is made in each of their regions.

Questionnaires should be returned directly to Marv Harmon at the Oregon Department of Education within one week of dissemination.

Either machine scored or specially printed answer sheets could be used, but the specially designed questionnaire is recommended for at least the third grade level.

(Model Pilot Survey Letter)

Dear Teachers:

The attached questionnaires and answer sheets are being distributed to two hundred students in grades 3, 6, 9, and 12 in Oregon as a pilot survey of an assessment of career education needs in the state.

Third grade teachers are asked to read the questions directly to their students; all others should be student read. It is estimated that the student should be able to complete the assessment in 15-20 minutes but should be given more time if needed. The questions have been written to at least one grade level below that of the tested students.

Please return the questionnaires, answer sheets and your written comments to Marv Harmon, Specialist, Career Development, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97301, by September 16, 1977, so that they may be used in revising the instrument. Please be specific and reference any comments to competencies by number. Administration of the revised assessment is planned for October 3.

Thank you for your assistance.

Sincerely,

Monty Multanen
Director
Career and Vocational Education
378-3584

MM:rr

(Model Cover Letter)

Dear Regional Coordinator:

The enclosed questionnaire and answer sheets have been developed for the student assessment portion of the career education state plan and are a result of the competency prioritization which was conducted in the state during 1977. The questions have been correlated with the grade level at which the competencies are commonly introduced and have been written to at least one reading level below the tested grade level.

Five hundred copies at each grade level (125 per grade level) have been sent to four regions within the state. We ask that you distribute them within your district with the best cultural, economic, racial, sex, etc., representation possible.

Please request that all questionnaires and completed answer sheets be returned directly to Marv Harmon, Career Education Specialist, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97301, by October 7.

Sincerely,

Monty Multanen
Director
Career and Vocational Education
378-3584

MM:rr
Enclosure

(Model Assessment Letter)

Dear Teachers:

The attached questionnaires and answer sheets are being distributed to 2,000 students in four regions in grades 3, 6, 9, and 12 in Oregon in order to assess the students' perception of their degree of competence in the stated actions. This information will be analyzed in relationship to career education needs in Oregon. The questions have been correlated with the grade level at which the competencies are commonly introduced and have been written at least one grade level below that of the students being tested.

Please return the questionnaires and completed answer sheets to Marv Harmon, Career Development Specialist, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97301, by October 7, 1977.

Sincerely,

Monty Multanen
Director
Career and Vocational Education
378-3584

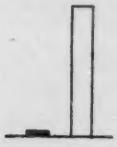
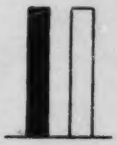
MM:rr
Enclosures

CAREER EDUCATION STUDENT ASSESSMENT

(Answer Sheet)
Grades Three and Six

Please mark the symbol showing how well you think you can do each of the things on the question sheet. Thank you for your help.

1. 1 2 3 4
2. 1 2
3. 1 2
4. 1 2 3 4 5 6

	not at all	average	very well
5.			
6.	"	"	"
7.	"	"	"
8.	"	"	"
9.	"	"	"
10.	"	"	"
11.	"	"	"
12.	"	"	"
13.	"	"	"
14.	"	"	"
15.	"	"	"
16.	"	"	"
17.	"	"	"
18.	"	"	"
19.	"	"	"
20.	"	"	"
21.	"	"	"
22.	"	"	"
23.	"	"	"
24.	"	"	"
25.	"	"	"

CAREER EDUCATION STUDENT ASSESSMENT

(Answer Sheet)
Grades nine and twelve

Section A

1. 1 2 3 4

2. 1 2

3. 3 4

4. 1 2 3 4 5 6

	Not at all	A little	Average	Well	Very Well
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5
21.	1	2	3	4	5
22.	1	2	3	4	5
23.	1	2	3	4	5

	Not at all	A little	Average	Well	Very well
24.	1	2	3	4	5
25.	1	2	3	4	5
26.	1	2	3	4	5
27.	1	2	3	4	5
28.	1	2	3	4	5
29.	1	2	3	4	5
30.	1	2	3	4	5
31.	1	2	3	4	5
32.	1	2	3	4	5
33.	1	2	3	4	5
34.	1	2	3	4	5
35.	1	2	3	4	5
36.	1	2	3	4	5
37.	1	2	3	4	5
38.	1	2	3	4	5
39.	1	2	3	4	5
40.	1	2	3	4	5
41.	1	2	3	4	5
42.	1	2	3	4	5
43.	1	2	3	4	5
44.	1	2	3	4	5

45. Other: _____

_____

_____

_____

CAREER EDUCATION STUDENT ASSESSMENT

(Question Sheet)
Third Grade

Section A

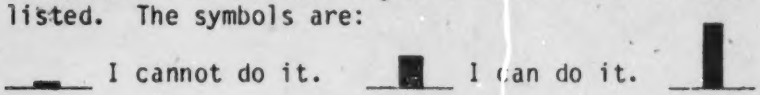
Read each question carefully to the students. Have them circle the appropriate response to questions one through four on their answer sheet. Have them erase well if they change an answer.

1. 1 = Eastern Oregon 2 = Portland Metro Area 3 = Southern Oregon
   4 = Western Oregon
2. 1 = Female 2 = Male
3. 1 = Third grade
4. 1 = Black 2 = Caucasion 3 = Hispanic 4 = Indian 5 = Oriental 6 = Other
   (They do not have to answer this question but it will help us to determine if we have obtained a representative sample.)

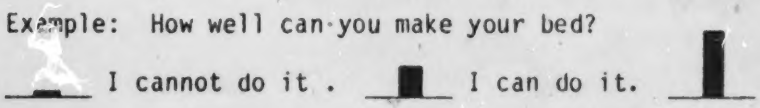
Example: "Circle the number one to tell them that we live in Eastern Oregon."

Section B

Read each question carefully to the students. Have them circle the symbol on the answer sheet which they feel best shows how well they can do the items listed. The symbols are:



Example: How well can you make your bed?



5. How well can you tell me about the jobs you do at home?
6. How well can you tell me what things you make for yourself, for your family, and for other people?
7. How well do you know why people work?
8. How well can you tell me about the ways we use our community?
9. How well can you tell me how what we say, helps us do things better?
10. How well can you make choices?
11. How well can you tell me why we need money?
12. How well can you tell me how we say things to each other?
13. How well can you tell me how you should behave at home, at school, and in the community?
14. How well can you tell me what would help you to choose a job?
15. Other: Ask them to tell you what other things they think would help them to do a better job in their life roles. Please include a list of their responses with the answer sheets. Thank you.

CAREER EDUCATION STUDENT ASSESSMENT

(Question Sheet)
Sixth Grade

Section A

Read each sentence carefully. Circle the number on your answer sheet which tells us about you. If you change an answer, please erase very well.

Example: I live in: 1 = Eastern Oregon 2 = Portland Area 3 = Southern Oregon 4 = Western Oregon (except Portland).

If you live in Seaside, you would circle number 4 for Western Oregon.

1. I live in: 1 = Eastern Oregon 2 = Portland Area 3 = Southern Oregon 4 = Western Oregon.

2. I am: 1 = a girl 2 = a boy.

3. Circle number 2 to tell us that you are in the sixth grade.

4. I am: 1 = Black 2 = Caucasion 3 = Hispanic 4 = Indian 5 = Oriental 6 = Other.
You do not have to answer this question, but it will help us if you do so.

Section B

Read each question carefully, putting the words, "How well," in front of each sentence. Then circle the symbol on the answer sheet which best says how well you think you can do it.

Example: How well can you make your bed? If you do not know how or never do it, you would mark:

Not at all Average Very well

How well:

5. Can you tell about the jobs you do at home?
6. Can you show how work affects other roles?
7. Do you know that work can require a person to do things in a group?
8. Do you know how the producer role relates to your other roles?
9. Do you know why most people work?
10. Can you tell about the ways we use our community?
11. Do you know that how we say something helps us to do better at work?
12. Can you make choices?
13. Do you know why we need money?

14. Can you describe the different ways we say things to each other?
15. Do you know how tools can be used to help you better use your body?
16. Do you know that other things you do affect the way you feel about work?
17. Do you like work?
18. Do you know that many jobs need you to do things in new ways?
19. Do you know how you should behave at home, in school, or in the community?
20. Do you know that a job can give you a chance to make, do, or say things in a new way?
21. Can you tell about the skills needed for different jobs?
22. Do you like, know about and take care of the world around you?
23. Do you know what would help you to choose a job?
24. Do you like people and think people like you?
25. Other: Please use the answer sheet to tell us what other things would help you do a better job in your roles as a citizen, producer, consumer, learner, family member, or individual.

Thank you for your help. Please return this form and your answer sheet to your teacher.

CAREER EDUCATION STUDENT ASSESSMENT

(Question Sheet)
Ninth Grade

Section A

Read each sentence carefully. Circle the number on your answer sheet which tells us about you. If you change an answer, please erase very well.

Example: I live in: 1 = Eastern Oregon 2 = Portland Area 3 = Southern Oregon
4 = Western Oregon (except Portland).

If you live in Seaside you would circle number 4 for Western Oregon.

1. I live in: 1 = Eastern Oregon 2 = Portland Area 3 = Southern Oregon
4 = Western Oregon.

2. I am: 1 = a girl 2 = a boy.

3. Circle number 3 to tell us that you are in the ninth grade.

4. I am: 1 = Black 2 = Caucasion 3 = Hispanic 4 = Indian 5 = Oriental
6 = Other

(You do not have to answer this question, but it will help us if you do.)

Section B

Read each question carefully putting the words, "How well," in front of each sentence. Then circle the number on the answer sheet which best says how well you think you can do it.

Example: How well do you make your bed?

1 = not at all 2 = a little 3 = average 4 = well 5 = very well

If you think you always do it very well, you would circle number 5 on the answer sheet.

How well:

5. Can you describe the tasks you do within your family?

6. Can you show how the work world influences the citizen, family, individual, producer, learner, and consumer roles?

7. Do you recognize that work can require both individual and group effort?

8. Do you understand how the producer role relates to the other life roles?

9. Do you know why most people want to work?

10. Do you know how a person needs and is needed by the community?

11. Do you know how communication helps people complete job tasks?
12. Are you able to make decisions on a job?
13. Do you know several ways you can get job training after high school?
14. Can you demonstrate the skills and attitudes needed to maintain a good working relationship with a boss?
15. Can you understand the relationship between classwork activities and career choice?
16. Can you participate in a decision-making process?
17. Can you understand the need for money?
18. Can you identify and use basic methods of communication?
19. Can you apply basic skills to your career development goals?
20. Can you recognize that experience creates work habits and attitudes?
21. Can you identify factors which improve a person's chances of getting a job?
22. Can you show that classroom-obtained skills are directly related to job performance?
23. Do you know the common reasons for a person's job being terminated?
24. Do you show a positive attitude about work?
25. Are you aware of the need for creativity in many jobs?
26. Do you understand that workers are protected by laws?
27. Can you recognize acceptable behaviors in the home, school, and community?
28. Can you identify the basic skills required for several occupations?
29. Do you realize that persons may retrain several times during their working life?
30. Can you identify your abilities, interests, and values?
31. Can you get some kind of work experience?
32. Are you able to relate your individuality to career choice?

33. Do you relate with others?

34. Do you understand tools as an extension of the body?

35. Other: Please use the answer sheet to fill in any additional skills which would help you in your roles as a citizen, producer, consumer, learner, family member, or individual.

Thank you for your help. Please return this form and your answer sheet to your teacher.

CAREER EDUCATION STUDENT ASSESSMENT

(Question Sheet)
Twelfth Grade

Section A

Read each sentence carefully. Circle the number on your answer sheet which tells us about you. If you change an answer, please erase very well.

Example: I live in: 1 = Eastern Oregon 2 = Portland Area 3 = Southern Oregon
4 = Western Oregon (except Portland).

If you live in Seaside you would circle number 4 for Western Oregon.

1. I live in: 1 = Eastern Oregon 2 = Portland Area 3 = Southern Oregon
4 = Western Oregon.

2. I am: 1 = a female 2 = a male.

3. Circle number 4 to tell us that you are in the 12th grade.

4. I am: 1 = Black 2 = Caucasion 3 = Hispanic 4 = Indian 5 = Oriental
6 = Other

(You do not have to answer this question, but it will help us if you do.)

Section B

Read each question carefully putting the words, "How well," in front of each sentence. Circle the number on the answer sheet which you feel best represents the degree to which you are able to do each of the things listed. The numbers and their meanings are:

1 = not at all 2 = a little 3 = average 4 = well 5 = very well

Example: How well do you pitch a softball?

If you are the school's star pitcher, you probably would circle very well.

How well:

5. Can you describe the tasks you do within your family?

6. Can you show how the world of work influences the citizen?

7. Can you recognize that work can require both individual and group effort?

8. Can you understand how the producer role relates to the other life roles?

9. Do you know why most members of a community seek work?

10. Can you recognize the ways persons are interdependent within the community?

11. Do you know how communication helps people complete work tasks and participate in other roles?

12. Are you able to make decisions in a job?

13. Do you know several alternatives for job training after high school?

14. Do you know that work requires physical movement and skills?

15. Can you demonstrate the skills and attitudes needed to maintain a good working relationship with a boss?

16. Can you understand the relationships between classwork activities and career choice?

17. Can you identify and participate in a decision-making process?

18. Do you understand the need for a monetary system?

19. Are you able to enroll in career preparation programs outside your career cluster classes?

20. Can you identify and use basic methods of communication?

21. Can you understand tools as an extension of the body?

22. Can you apply basic skills to your career development goals?

23. Can you recognize that experience creates work habits and attitudes?

24. Can you identify several factors which improve a person's chances of getting a job?

25. Can you show that classroom-obtained skills are directly related to job performance?

26. Do you know the common reasons for a person's job being terminated?

27. Can you identify and show positive attitudes about work?

28. Can you understand how people's strengths, weaknesses and values affect their job choices?

29. Are you aware of the need for creativity in many occupations?

30. Can you identify examples of decision-making?

31. Do you understand that groups of employees can organize to influence their working conditions?

32. Do you understand how employment practice laws protect workers?

33. Can you recognize acceptable behaviors in the home, school, and community?

34. Do you understand that the work world offers chances for creative expression?

35. Can you determine your post-high school goals and your educational plans to fit them?

36. Can you identify the basic skils required for several occupations?

37. Do you realize that persons may retrain several times during their working life?

38. Can you identify your abilities, interests, and values?

39. Are you able to experience working full time for a long period of time?

40. Can you identify other people's attitudes within the world of work?

41. Can you participate in some kind of work experience?

42. Do you appreciate, understand and function in a positive way in relationship to the physical environment?

43. Are you able to relate your individuality to career and job choice?

44. Have you developed your interpersonal relationship skills?

45. Other: Please use the answer sheet to fill in any additional skills which would help you in your life roles.

Appendix F

STEP ONE: Identify your need for further counselor training. Do you have an IMPORTANT need, MODERATE need or NO need for further counselor training in the areas designated in the center column? Check (X) one answer for each statement given.

STEP TWO: Identify if your counselor training needs are BEING MET, PARTIALLY MET, or NOT BEING MET by checking (X) one answer in the boxes provided on the right.

VERY IMP.	MODERATELY IMPORTANT	NOT IMP.	I. COUNSELING AND GUIDANCE	Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			A. To understand and apply principles of human behavior.			
			B. To recognize and apply counselor characteristics which facilitate human growth.			
			C. To use effective counseling skills (individual and group).			
			1. To use techniques for helping others through: a. Goal setting			
			b. Group processes			
			c. Listening skills			
			d. Confrontation skills			
			e. Case study techniques			
			f. Individual case conferencing			

Dear Fellow Counselor,

You are being requested to complete this counselor training needs assessment. Counselors throughout the state are receiving the survey as a means of providing input into a crucial question: WHAT ARE YOUR NEEDS FOR FURTHER COUNSELOR TRAINING? The purposes of the survey are (1) to gather information about your needs for further counseling training, and (2) to use the compiled information in the development of future training opportunities, and the development of the career education state plan. The information will be compiled by the Oregon Department of Education and will be shared with counselor training institutions in Oregon. THANK YOU for your cooperation in completing and returning the needs assessment.

Student Services & Career & Vocational Education Section
OREGON DEPARTMENT OF EDUCATION, Salem, Oregon

O R E G O N C O U N S E L O R T R A I N I N G N E E D S A S S E S S M E N T

DIRECTIONS FOR COMPLETING THE NEEDS ASSESSMENT

The needs assessment has four basic steps:

Step One: to identify your needs (very important, moderately important, or not important).

Step Two: to identify if your needs are met (being met, partially met, or not being met).

Step Three: to identify some information about yourself.

Step Four: to return the survey immediately.

In the center column are listed possible needs of counselors for further training. In the column on the left simply mark an X in the box which best describes how important the need is to you. In the column on the right mark an X in the box which best describes how well the need is being met for you.

Example

Very Important	Moderately Important	Not Important		Need Being Met	Need Met Partially	Need Not Being Met
X			To understand and apply principles of human behavior.			

The above example demonstrates a strong need which is partially being met. Please complete all items.

VERY IMP.	MODERATELY IMPORTANT	NOT IMP.		Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			1. To use effective counseling skills (individual and group). (continued) g. Problem-solving methods			
			h. Effective communications			
			i. Testing strategies			
			j. Effective analytic methods			
			k. Enabling skills			
			l. Climate and rapport building			
			m. Resolution skills			
			II. MANAGEMENT AND PLANNING A. To organize and utilize time effectively.			
			B. To develop guidance curriculum			
			C. To implement guidance curriculum			
			D. To develop planning strategies			
			E. To develop meaningful student records			

VERY IMP.	MODERATELY IMPORTANT	NOT IMP.		Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			II. MANAGEMENT AND PLANNING (continued) F. To publicly relate rights of students and parents to counseling programs and services.			
			G. To provide due process to students and parents.			
			H. To develop and implement counseling and guidance policies in the school and district.			
			I. To develop and implement a guidance plan to meet minimum standards.			
			J. To effectively register students thereby reducing undue schedule changes.			
			III. PERSONAL INTERACTION OF THE COUNSELOR A. To better establish positive human relationships.			
			B. To better encourage individuals to express ideas and feelings clearly.			
			C. To develop and foster understanding among others.			

VERY IMP.	MODERATELY IMPORTANT	NOT IMP.		Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			2. CONSULTING (continued) c. With parents			
			d. By developing consulting skills			
			e. On behavioral issues			
			f. On academic issues			
			3. BEING A RESOURCE PERSON a. By understanding community needs			
			b. By developing advisory committee			
			c. By developing understanding of needs of the school staff			
			d. By developing understanding of needs of students			
			e. Through skills of assisting students and staff in needs resolution			
			f. By spreading guidance programs and services throughout the school			

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VERY IMP.	MODERATELY IMPORTANT	NOT IMP.		Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			III. PERSONAL INTERACTION OF THE COUNSELOR (continued) D. To maintain professional ethical standards.			
			E. To better fulfill my counselor role through: 1. COUNSELING a. by developing attending skills			
			b. by developing responding skills			
			c. by developing initiating skills			
			d. by developing communicating skills			
			e. by developing resolution skills			
			f. by developing evaluation skills			
79			2. CONSULTING a. With individuals			80
			b. With groups			

VERY IMP.	MODERATELY IMPORTANT	NOT IMP.		Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			IV. CAREER GUIDANCE COMPETENCIES (continued) H. To work with the learners in involving parents in the learner's career development.			
			V. YOUR SPECIFIC NEEDS which have not been included in the survey. Simply list them. A.			
			B.			
			C.			
Grandfather clause	Basic Counselor Certificate	Stand. Certificate	S T E P T H R E E: SOME INFORMATION ABOUT YOURSELF: * Please identify on the left, your level of certification.	1-5 years	6-10 years	11 years plus
Portland area	Eugene - Salem area	Coast	* Please identify on the right, the number of years of counseling experience.			
Eastern Oregon	Southern Oregon	Centra Oregon	* Please identify on the left, your general geographical location. Check (X) one.			
			* Please identify on the right the type of counselor certificate you hold.			
81			S T E P F O U R: Please place survey in envelope and return immediately. THANK YOU for your input!			82

ERY IMP.	MODERATELY IMPORTANT	NOT IMP.		Need BEING MET	Need Met PARTIALLY	Need NOT BEING Met
			IV. CAREER GUIDANCE COMPETENCIES A. To help students identify and clarify personal abilities, interests and values in relation to their career development.			
			B. To help learners discover the interactions and relationships among life roles, personal life style, and occupational choice.			
			C. To help learners acquire and apply decision-making skills.			
			D. To provide learners with occupational information.			
			E. To demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.			
			F. To help learners identify and understand the differences in working relationships associated with various occupations.			
			G. To identify and use school and community resources which will assist the learners in their career development.			

Appendix G

Final Report

Prepared For

Student Services and Career and Vocational Education Section

Oregon Department of Education

Salem, Oregon

OREGON COUNSELOR TRAINING NEEDS ASSESSMENT

By

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The purpose of this report is to summarize the results of the data by Vogelbeck Computing Center of Northwestern University. The data is the result of the Oregon Counselor Training Needs Assessment administered by the Student Services and Career and Vocational Education Section of the Oregon State Department of Education. Every counselor holding a position in a Local Education Agency in the State of Oregon received a copy of the assessment instrument. Upon completion of the inventory the counselors were asked to mail the completed inventory to Marv Harmon at the Oregon State Department of Education.

This report reflects only the data that was submitted to the Vogelbeck Computing Center in accordance with pre determined timelines.

An effort was made to interpret the data according to the following value levels:

Needs: Very Important
Moderate
Not Important

Met: Being Met
Partially Met
Not Met

Level of Certification:

Those counselors holding Grandfather Certification
Those counselors holding a Basic Certificate
Those counselors holding a Standard Certificate

Geographical Areas of Oregon:

1) Portland
2) Willamette Valley
3) Coast
4) East
5) South
6) Central

Years of Experience as a Counselor:

1) 1-5 years
2) 6-10 years
3) 11 + years

The following items were included in the Oregon Counselor Training Needs Assessment:

I. Counseling and Guidance

1. To understand and apply principles of human behavior.
2. To recognize and apply counselor characteristics which facilitate human growth.
3. To use effective counseling skills (individual and group).
4. To use techniques for helping others through goal setting.
5. To use techniques for helping others through group processes.
6. To use techniques for helping others through listening skills.
7. To use techniques for helping others through confrontation skills.
8. To use techniques for helping others through case study techniques.
9. To use techniques for helping others through individual case conferencing.
10. To use effective counseling skills (individual and group) to improve problem solving methods.
11. To use effective counseling skills (individual and group) to improve effective communications.
12. To use effective counseling skills (individual and group) to improve testing strategies.
13. To use effective counseling skills (individual and group) to improve effective analytic methods.
14. To use effective counseling skills (individual and group) to improve enabling skills.
15. To use effective counseling skills (individual and group) to improve climate and rapport building.
16. To use effective counseling skills (individual and group) to improve resolution skills.

II. Management and Planning

17. To organize and utilize time effectively.
18. To develop guidance curriculum.
19. To implement guidance curriculum.
20. To develop planning strategies.
21. To develop meaningful student records.

22. To publicly relate rights of students and parents to counseling programs and services.

23. To provide due process to students and parents.

24. To develop and implement counseling and guidance policies in the school and district.

25. To develop and implement a guidance plan to meet minimum standards.

26. To effectively register students thereby reducing undue schedule changes.

III. Personal Interaction of the Counselor

27. To better establish positive human relations.

28. To better encourage individuals to express ideas and feelings clearly.

29. To develop and foster understanding among others.

30. To maintain professional ethical standards.

31. To better fulfill my counselor role through counseling by developing attending skills.

32. To better fulfill my counselor role through counseling by developing responding skills.

33. To better fulfill my counselor role through counseling by developing initiating skills.

34. To better fulfill my counselor role through counseling by developing communicating skills.

35. To better fulfill my counselor role through counseling by developing resolution skills.

36. To better fulfill my counselor role through counseling by developing evaluation skills.

37. To better fulfill my counselor role through consulting with individuals.

38. To better fulfill my counselor role through consulting with groups.

39. To better fulfill my counselor role through consulting with parents.

40. To better fulfill my counselor role through consulting by developing consulting skills.

41. To better fulfill my counselor role through consulting on behavioral issues.

42. To better fulfill my counselor role through consulting on academic issues.

43. To better fulfill my counselor role through being a resource person by understanding community needs.

44. To better fulfill my counselor role through being a resource person by developing advisory committee.

45. To better fulfill my counselor role through being a resource person by developing understanding of needs of the school staff.

46. To better fulfill my counselor role through being a resource person by developing understanding of needs of students.

47. To better fulfill my counselor role through being a resource person through skills of assisting students and staff in needs resolution.

48. To better fulfill my counselor role through being a resource person by spreading guidance programs and services throughout the school.

IV. Career Guidance Competencies

49. To help students identify and clarify personal abilities, interests, and values in relation to their career development.

50. To help learners discover the interactions and relationships among life roles, personal life style, and occupational choice.

51. To help learners acquire and apply decision-making skills.

52. To provide learners with occupational information.

53. To demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

54. To help learners identify and understand the differences in working relationships associated with various occupations.

55. To identify and use school and community resources which will assist the learners in their career development.

56. To work with the learners in involving parents in the learner's career development.

The purpose of the Oregon Counselor Training Needs Assessment was to identify areas for future counselor training and to use the compiled information in the development of the Career Education State Plan. The information will be shared with the counselor training institutions in Oregon.

The accompanying comparison tables reflect areas of need identified by counselors as important and moderately important needs which are not now being met or are partially being met.

The tables I - IV provide the following information:

Needs were ranked in order of their importance as expressed by higher percentage values. Each percentage value reflects the following groups of respondents.

Experience

1-5 years

6-10 years

11 + years

Area

1) Portland

2) Willamette Valley

3) Coast

4) East

5) Southern

6) Central

Level of Certification

1) Grandfather

2) Basic

3) Standard

Tables I, II, and III describe areas of needs that counselors see as very important/not being met, moderately important/not being met, and very important/partially met. Table IV describes those areas of needs counselors see as very important/being met.

The inventory provided 56 areas of needs. In order to maximize the usability of this assessment the top ten major items were recorded and compiled. These major items provide the basis for future training and minimizes the scattered responses that would have a negligible effect on the training needs of the majority of Oregon Counselors.

(See tables next 4 pages.)

Table I VERY IMPORTANT, NOT BEING MET

ank order	Experience	Area	Level
	To organize and utilize time effectively. 22.4% (11+ years)	Being a resource person by developing advisory committee. 35.7% (Central)	To organize and utilize time effectively. 21.4% (Basic)
	To organize and utilize time effectively. 19.7% (1-5 years)	To organize and utilize time effectively. 35% (Coast)	To organize and utilize time effectively. 19.2% (Standard)
	Being a resource person by spreading guidance programs and services throughout the school. 18.4% (1-5 years)	Being a resource person by spreading guidance programs throughout the school. 33% (Central)	To organize and utilize time effectively. 18.8% (Grandfather)
	Being a resource person by spreading guidance programs and services throughout the school. 16.8% (6-11 years)	Management and planning to develop guidance curriculum. 32.1% (Central)	Being a resource person by spreading guidance programs and services throughout the school. 16.2% (Basic)
	Being a resource person by developing advisory committee. 16.5% (6-11 years)	Being a resource person by spreading guidance programs throughout the school. 30.6% (South)	Being a resource person by spreading guidance programs and services throughout the school. 15.6% (Grandfather)
	Use effective counseling skills in group processes. 18.9% (1-5 years)	To demonstrate a knowledge of appropriate use of commercially made tests in assisting the learners in their career development. 30.6% (South)	Improvement management and planning to implement guidance curriculum. 15.6% (Basic)
	Being a resource person through skills of assisting student and staff in needs resolution. 15.5% (1-5 years)	Management and planning to develop planning strategies. 29.6% (Central)	To use effective counseling skills in group processes. 15% (Basic)
	Management and planning to develop planning strategies. 15.3% (5-11 years)	To work with the learners in involving parents in the learners career development. 29.6% (Central)	Management and planning to implement guidance curriculum. 14.9% (Standard)
	Management and planning to develop planning strategies to work with the learners in involving parents in the career development. 15.1% (6-11 years)	Management and planning to develop planning strategies for being a resource person through skills of assisting students and staff in needs resolution. 28.6%	(Central)

Table 11 MODERATELY IMPORTANT/NOT MET

Rank Order	Experience	Area	Level
	Being a resource person by developing advisory committee. 24.2% (1-5 years)	Being a resource person by developing advisory committee. 32.2% (Portland)	Being a resource person by developing advisory committee. 29.2% (Grandfather)
	Being a resource person by developing advisory committee. 21.8% (11+ years)	To use effective counseling skills (individual & group) in case study techniques. 27.3% (Coast)	Being a resource person by developing advisory committee. 22.3% (Basic)
	Being a resource person by developing advisory committee. 21.7% (6-11 years)	Being a resource person by developing advisory committee. 24% (Valley)	Career guidance competencies to work with the learners in involving parents in the learn career development. 21.1% (Basic)
	Career guidance competencies to work with the learners in involving parents in the learner's career development. 18.9% (6-11 years)	Being a resource person by developing advisory committee. 20% (Coast)	Being a resource person by developing advisory committee. 20.8% (Standard)
	To use effective counseling skills (individual & group) case study techniques. 18.2% (1-5 years)	To use effective counseling skills in group processes and case study techniques. 18.2% (East, Central)	To use effective counseling ski (individual and group) in testing strategies. 19.2% (Basic)
	Career guidance competencies to work with the learners in involving parents in the learner's career development. 16.9% (11+ years)	To use techniques for helping others through goal setting. 17.9% (Central)	Improve management and planning to develop meaningful student records. 18.3% (Basic)
	To use effective counseling skills (individual & group) in effective analytic methods. 16.5% (1-11 years)	Improve management and planning by developing planning strategies. 18.2% (Coast)	Career guidance competencies to work with the learners in involving parents in the learner's career development. 17.6% (Standard)
	To use effective counseling skills (individual & group) in effective analytic methods. 15.8% (6-11 years)	To use techniques for helping others through case study techniques. 17.1% (South)	To use effective counseling skills (individual & group) in effective analytic methods. 15.8% (Basic)
	To use effective counseling skills (individual & group) in testing strategies. 15.3% (6-11 years)	To use techniques for helping others through case study techniques. 16.7% (East)	To use techniques for helping others through case study techniques. 15.7% (Basic)
	Improve management and planning to develop meaningful student records. 14% (1-5 years)	To use techniques for helping others through case study techniques. 15.5% (Portland)	To use techniques for helping others through case study techniques. 13.6% (Grandfather)

Table .11 VERY IMPORTANT/PARTIALLY BEING MET

Rank Order	Experience	Area	Level
	To use effective counseling skills (individual & group). 43.5% (1-5 years)	Improve consulting by developing understanding of needs of students. 64.9% (South)	To use effective counseling skills (individual & group). 41.9% (Standard)
	To use effective counseling skills (individual & group). 40% (6-11 years)	To use effective counseling skills (individual & group) in problem solving methods. 57.7% (East)	To use effective counseling skills (individual & group) in effective communications. 40.3% (Grandfather)
	Improve career guidance competencies to help learners acquire and apply decision making skills. 39.3% (6-11 years)	To use effective counseling skills (individual & group). 54.3% (South)	Improve career guidance competencies to help learners acquir and apply decision making skills. 39.5% (Standard)
	Improve consulting by developing understanding of needs of students. 39.2% (1-5 years)	Improve consulting by developing understanding of needs of students. 53.6% (Central)	Improve consulting by developing understanding of needs of students. 38.9% (Basic)
	Improve personal interaction of the counselor to better encourage individuals to express ideas & feelings clearly. 38.3% (1-5 years)	To use effective counseling skills (individual & group). 51.9% (Central)	Improve personal interaction o counselor to develop and foste understanding among others. 38.1% (Basic)
	To use effective counseling skills (individual & group). 37.8% (11+ years)	To use effective counseling skills (individual & group). 46.4% (Valley)	To use effective counseling skills (individual & group). 37.4% (Basic)
	Improve being a resource person by developing understanding of needs of students. 37.1% (11+ years)	To understand and apply principles of human behavior. 44.7% (East)	To use effective counseling skills (individual & group). 36.9% (Grandfather)
	Improve career guidance competencies to help learners discover interactions & relationships among life roles, personal life style, occupation choice. 36.4% (11+ yea	Improve personal interaction of the counselor to develop and foster understanding among others. 44.2% (Portland)	Improve being a resource perso by developing understanding of needs of students. 36.5% (Standard)
	To use effective counseling skills (individual & group) in effective communications. 36% (6-11 years)	Improve consulting with parents. 44.2% (Portland)	Improve being a resource perso by developing understanding of needs of students. 36.4% (Grandfather)
	use effective counseling skills (individual & group) in effective communications. 35.7% (1-5 years)	Improve consulting with parents. 42.9% (Central)	To use effective counseling ski (individual & group) in problem solving methods. 35.2% (Basic)

Table IV VERY IMPORTANT/BEING MET

Rank Order	Experience	Area	Level
	Improve personal interaction of the counselor to maintain professional ethical standards. 48.3% (1-5 years)	Improve personal interaction of the counselor to maintain professional ethical standards. 67.9% (East)	Improve personal interaction of the counselor to maintain professional ethical standards 58% (Grandfather)
	Improve personal interaction of the counselor to maintain professional ethical standards. 48% (11+ years)	Improve consulting with individuals. 46.4% (East)	Improve consulting with individuals. 47.7% (Standard)
	Improve consulting with individuals. 47.6% (11+ years)	Improve consulting with individuals. 46.3% (Portland)	Improve personal interaction of the counselor to maintain professional ethical standards 44.2% (Standard)
	Improve consulting with individuals. 47% (6-11 years)	Improve personal interaction of the counselor to maintain professional ethical standards. 46.2% (Valley)	Improve personal interaction o the counselor to better establish positive human relationsh 40.7% (Basic)
	Improve personal interaction of the counselor to better establish positive human relationships. 42.4% (6-11 years)	Improve personal interaction of the counselor to maintain professional ethical standards. 45% (Portland)	Improve personal interaction of the counselor to maintain professional ethical standards 40.2% (Basic)
	Improve counseling by developing communicating skills. 41.4% (6-11 years)	To use techniques for helping others through listening skills. 44.2% (Portland)	Improve personal interaction of the counselor to better est lish positive human relationsh 37.7% (Standard)
	Improve management & planning to organize and utilize time effectively. 40% (1-5 years)	Improve consulting with individuals. 43.3% (Valley)	To use techniques for helping others through listening skills. 36.4% (Basic)
	Improve personal interaction of counselor to better establish positive human relationships. 39.2% (11+ years)	Improve personal interaction of the counselor to maintain professional ethical standards. 42.9% (Central)	Improve personal interaction of the counselor to better est lish positive human relationshi 36.2% (Grandfather)
	Improve counseling & guidance to understand and apply principles of human behavior. 38.2% (11+ years)	Improve personal interaction of the counselor to better establish positive human relationships. 47% (East)	Improve consulting with individuals. 34.8% (Grandfather)
	Improve counseling & guidance to understand and apply principles of human behavior. 37.6% (5-6 year)	Improve consulting with individuals. 39.3% (Portland)	Improve counseling & guidance to understand and apply principles of human behavior. 34.5% (Basic)

Summary

Given the available data there were some definite areas of need identified by counselors in the State of Oregon. The first area of concern was that of Management and Planning. Specifically, organizing and utilizing time effectively, developing guidance curriculum, implementing guidance curriculum and developing planning strategies. The second area of significant concern was that of being a Resource Person. Specifically, developing an advisory committee, spreading guidance programs and services througout the school, skills of assisting students and staff in needs resolution, develop understanding of the school staff. The third area of significant concern was using effective counseling skills in group processes, case study techniques and effective analytic methods. The fourth area of concern is directly related to career education and was identified as working with the learner in involving parents in the learner's career development.

By examining the Tables I - III carefully you can see that there are many other needs identified. The four areas stated above are those most consistently identified by the majority of respondents as areas of training needs. The remaining identified needs are so scattered that it would be extremely difficult to interpret training needs from the responses.

In examining the value labels of years of counseling experience, geographical area and level of certification, very few patterns of need emerged. Perhaps the only exception might be in the geographical area of Central Oregon. Those respondents identified the following concerns most consistently and in this order of importance:

1) Management and planning to develop planning strategies. 2) Work with learners in involving parents in the learner's career development. 3) Being a resource person through skills of assisting staff and students in needs resolution. 4) Being a resource person by developing understanding of the school staff. 5) Being a resource person by developing an understanding of the needs of students,

using effective counseling skills (individual and group) and goal setting.

Evidently, the respondents in Central Oregon have a need to improve their resource skills with student and staff. In order to be more effective as a resource person counselors in this geographical area may benefit from some short term training in needs assessment procedures (either formal or informal) and then follow-up with strategies for providing resources based on identified needs.

Apart from the pattern established in the Central Oregon geographical, there were no other significant observable patterns.

Table IV was included to reflect those areas of concern that are very important to counselors and are now being met. The first area identified was personal interaction of the counselor to maintain professional ethical standards. The second area was also under the heading of personal interaction of the counselor but had to do with fulfilling the counselor's role through consulting with individuals. The third area of importance also reflected the personal interaction of the counselor by better establishing positive human relationships.

According to this data the majority of counselors in the State of Oregon see themselves as having adequate skills in maintaining professional ethical standards, consulting with individuals and establishing positive human relationships.

There was a pattern of responses that emerged according to the value labels of years of counseling experience. In the rank order of those needs that were very important and being met, only once did that group of counselors having 1-5 years of experience emerge. This group identified the area of maintaining professional ethical standards as the need they feel has been met. The group with 1-5 years of experience never appeared again the rank order of those needs that were very important and being met.

Recommendations:

The following recommendations for training are merely the observations of

these reviewers and are not intended to be misconstrued as statement of direction for the Student Services and Career and Vocational Education Section.

According to the compiled data, counselors see the need for more training in the following areas.

1) Management and Planning
   -organizing and utilizing time.
   -develop guidance curriculum.
   -implement guidance curriculum.
   -develop planning strategies.
2) Being a resource person
   -developing an advisory committee.
   -spreading guidance programs and services throughout the schools.
   -skills in assisting students and staff in needs resolution.
   -develop understanding of the school staff.
3) Use effective counseling skills
   -group processes.
   -case study techniques.
   -effective analytic methods.
4) Career education
   -working with the learner in involving parents in the learner's career development

The following training recommendations are suggested possible alternatives for training based on the above identified needs.

-Traditional counselor training institutions could incorporate courses, into existing curriculum reflecting Organization Development Strategies.

-Local inservice training.

Offer inservice training in each municipality having enough counselors to warrant local training activities. These training seminars could reflect the needs of those local counselors.

-Centralized training opportunities.

Provide training (summer institutes) at a central location in the state based on the identified needs found in this report.

-Regional inservice training.

Offer inservice workshops regionally to attempt to meet specific geographical concerns. Particularly for Central Oregon and the stated concern respondents had regarding becoming effective resource persons.

However the training is delivered it would seem that the selected training model must be subjected to stringent competency, accountability and evaluation criteria and that counselors who participate in the training must be able to anticipate the realization of specific outcomes.

Presently, it appears that the most viable method of training will continue to be with the counselor training institutions. However, those institutions can only serve those who are in the process of becoming certified counselors. This raises the question of what can be done for those counselors who are presently holding counseling positions? It would be important for the reader to keep in mind the data reflected in this report identifies the needs of these counselors who are presently in the field. This data infers the need for immediate inservice training which implies that inservice training must be implemented while at the same time counselor training institutions are revising their curriculum to accomodate the future training needs of counselors.

Appendix H

RECOMMENDED TARGET POPULATION

Selection Criteria: (Two or more of the following)

* Specific knowledge of statewide resources.
* Specific knowledge of regional resources.
* Specific knowledge of local resources.
* Access to specific knowledge of state, regional or local resources.

Number	Representative
16	Regional Career Education Coordinators.
34	O.D.E. Career Education staff. (Page 334, Chart 5, 1976-77 State Plan)
5	Career Education Personnel Development Center staffs.- Houchart, etc.
3	O.S.U. Career Educators (Intern/Extern/DGH) - Hammer, Suzuki, Guzman.
17	1977 Externs. (Selected by Hammer)
5	1977 Interns.
10	Other Oregon Career Educators. (Selected)
160	Local Career Education Coordinators. (Selected by Region)
250	

July 1, 1977

TO: SELECTED RESOURCE CATALOG USERS

RE: Expansion of the Oregon Career Education Resource Catalog.

Due to your unique position, your cooperation is urgently requested to assist with the expansion of the existing Career Education Resource Catalog into five or more seperately available "Resource Guides". As specifically provided for on pages 42-52 of the recently funded Career Education State Plan Proposal submitted by Marv Harmon on behalf of the Oregon Department of Education, the Resource Guide topics are to be:

* Career Education Instructional Materials (Existing catalog)
* " " Facilities
* " " Personnel
* " " Programs and Practices (To eliminate sex-role stereotyping)
* " " Community Resources
* " " Funding Resources

As a professional with unique and pertinent knowledge of one or more of the proposed Resource Guide topics, you are asked to complete and return as much of the attached five-part resource survey instrument as possible within 30 days. We are in the process of hiring a part-time Assistant Editor to compile, verify and cross reference the information you submit, and arrange for publication and dissemination at regular intervals during the coming school year. Notice of specific Resource Guide availability will be published in the Oregon Edu-Gram.

This excellant opportunity to make these resources known to all Oregon Career Educators should not be forfeited by excessive procrastination. Please fill in as much information as possible in as many topic areas as you are able, and return in the enclosed, pre-addressed envelope.

Thank you for your valuable assistance.

Cordially,

David Barker, Specialist
Resource Dissemination Center
Oregon Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon, 97310
(503) 378-3566

RECOMMENDED PROCEDURES

7/1/77	Review final draft cover letter, target population and survey instrument.
	Print required copies for target population.
	Make presentation to Regional Coordinators at July meeting.
	Make presentation to O.D.E. staff by section.
	Mail copies to remaining target population.
8/1/77	Hire .4 FTE Assistant Editor.
	Catagorize data returned into five areas.
	Design and order 9 x 12 loose leaf binders for use with up to five catagorized resource sections.
	Develop format for each section.
	Synthesize and intrepret data for inclusion in each section.
	Type final draft of each section as compiled.
	Draft dissemination plan.
	Print each section following typing and proofing.
1/1/78	Disseminate binder and two sections.
	Disseminate remaining three sections as available.
	Develop evaluation procedures for each section.

SURVEY: CAREER EDUCATION FACILITIES

Note: Career Education facilities might include exemplary local resource libraries, regional centers, or specific career demonstration facilities of a local, regional, or statewide nature.

(1) What: (Description)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(2) What: (Description)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(3) What: (Description)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(4) What: (Description)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

SURVEY: CAREER EDUCATION PERSONNEL

Note: Career Education personnel might include Oregon Department of Education staff, Career Education regional coordinators, local coordinators, directors, or administrators of career education, cadre members, advisory committee members, project directors, or other professionals available for consultation in the development or implementation of career education programs or practices.

(1) Who: (Name/title)

Where: (Agency/District)

What: (Specific expertise)

Availability: (When/where)

Cost: (If any)

Contact: (Name/number, if different)

(2) Who: (Name/title)

Where: (Agency/District)

What: (Specific expertise)

Availability: (When/where)

Cost: (If any)

Contact: (Name/number, if different)

(3) Who: (Name/title)

Where: (Agency/district)

What: (Specific expertise)

Availability: (When/where)

Cost: (If any)

Contact: (Name/number, if different)

SURVEY: CAREER EDUCATION PROGRAMS AND PRACTICES TO ELIMINATE SEX-ROLE STEREOTYPING.

Note: Career Education programs and/or practices to eliminate sex-role stereotyping might include promising local or regional anti-sexism projects, workshops, seminars, or in-class practices by local or regional individuals, agencies, or organizations.

(1) What: (Specific program/practice)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(2) What: (Specific program/practice)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(3) What: (Specific program/practice)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(4) What: (Specific program/practice)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

SURVEY: CAREER EDUCATION COMMUNITY RESOURCES

Note: Career Education community resources might include exemplary local or regional speakers, organizations, tours, or demonstration sites which could provide specific assistance to local career education instructors.

(1) What: (Specific resource)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(2) What: (Specific resource)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(3) What: (Specific resource)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

(4) What: (Specific resource)

Where: (City/region)

Availability: (Access)

Cost: (If any)

Contact: (Name/number)

SURVEY: CAREER EDUCATION FUNDING SOURCES

Note: Career Education funding sources might include business community, local district, regional agency, state or federal dollars available for specific short or long term career education purposes.

(1) Available from: (Community, LEA, IED, ODE, USOE)

Category: (Purpose/need)

Amount: (Dollars available)

Available to: (Individual, Department, LEA, IED, ODE)

Constraints: (Specific requirements)

Application procedures: (RFP/proposal, etc.)

Contact: (Name/number)

(2) Available from: (Community, LEA, IED, ODE, USOE)

Category: (Purpose/need)

Amount: (Dollars available)

Available to: (Individual, Department, LEA, IED, ODE)

Constraints: (Specific requirements)

Application procedures: (RFP/proposal, etc.)

Contact: (Name/number)

(3) Available from: (Community, LEA, IED, ODE, USOE)

Category: (Purpose/need)

Amount: (Dollars available)

Available to: (Individual, Department, LEA, IED, ODE)

Constraints: (Specific requirements)

Application procedures: (RFP/proposal, etc.)

Contact: (Name/number)

Appendix I

Dan's

AWARENESS

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OR QUOTATION

GOAL: 1 All persons will have readily available opportunities to develop awareness of careers and career opportunities, understanding of self, and the decision-making skills needed in order to make appropriate choices for future exploration of careers.

SUBGOALS:

1. Students will be able to identify various attitudes about the world of work.
2. Students will know various occupational roles in the world of work.
3. Students will be able to identify similarities and differences of occupational roles.
4. Students will be able to apply basic skills related to decision making, communicating, and creating to the world of work.
5. Students will be able to apply related basic physical and mental skills to occupational roles.

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
1.1 Provide professional assistance and training to 80% of the state's elementary teachers in utilizing career awareness as part of their regular teaching assignment by 1982.	1.1.1 Provide for the upgrading of the Career Awareness Curriculum Guidelines developed during FY 1976.					
	1.1.2 Disseminate the revised Career Awareness Guidelines to the LEA's.					
	1.1.3 Develop a model for involving parents and community resources in career awareness programs at the elementary level. 1. Develop an Implementation Handbook. 2. Fund an exemplary project with a minimum of three elementary schools, one each from the suburban, rural, and city systems, to develop a model for utilizing parent/community resources in awareness programs using implementation guide.					

3. Provide for the training of selected career awareness cadre for in-service instruction in utilization of parents/community resources.

1.1.4 Continue to in-service at least 15% of the elementary teachers each year on aspects of career awareness by utilizing trained cadre.

1. Update cadres currently functioning.

2. Develop (IDP Project) competency based. <u>In-service Instruction Model Packets for Cadres; to Use in In-Servicing Elementary Teachers</u>
   a. Awareness Packet (K-8)
   b. Guidance Packet (K-8)
   c. Community Resource Packet (K-8)
   d. Anti-Sex Stereotyping Packet
   e. D & H Packet (K-8)
   f. Talented & Gifted Packet (K-8)
   g. Energy & Environmental Education Packet (K-8)
   h. Economics Education Packet (K-8)

3. Provide funds for the utilization of cadre around the state to in-service and/or consult re implementation of career awareness.

1.1.5 Develop/field test, revise a 15 mm slide/tape presentation that represents the ODE concept of career awareness in Oregon that will be used in in-service training. (see #1.2.15)

1. Disseminate slide/tape to regional locations for cadre use.

1.1.6 Develop a Career Awareness Curriculum Implementation Handbook.

1.1.7 Update old or train new cadres.

1. Anti-sex Stereotyping
2. D & H (DAH)
3. Talented & Gifted (TAG)
4. Career Awareness Curriculum Implementation Handbook - In-Service Cadre.
5. Energy & Environmental Education/Career Concepts.
6. Economic Education/Career Concepts.
7. A.I.T. Film Series.

1.2. Make career awareness curriculum available to 80% of the state's elementary school students by 1982.

1.2.1. Develop & implement a system to have LEA's coordinate with regional coordinators in disseminating career awareness curriculum.

1.2.2 Implementation of A.I.T. Film Series.

1. Select cadres by region and provide grant awards to LEAs for in-service on the use of the "Bread & Butterflies" film series.

2. Same as above for "Trade Offs" film series.

1.2.3 Begin, implement and refine a program information reporting system for assessing the status and progress of career awareness in the state's elementary schools.

1.2.4 Revise, print, & disseminate K-3 Curriculum Kits to LEAs with guide.

1.2.5 Revise, print & disseminate 4-8 Curriculum Kits to LEAs with guide.

1.2.6 Develop, field test, revise & disseminate career awareness/Anti-Sex Stereotyping Curriculum Kit to LEAs with guide (K-8)

1.2.7 Develop, field test, revise & disseminate career awareness/Community Resource Curriculum Kit to LEAs with Implementation Handbook.

1.2.8 Develop, field test, revise & disseminate career awareness/D & H Curriculum Kit with guide to LEAs.

1.2.9 Disseminate Elementary CIS Career Awareness Curriculum Kit to LEAs with Implementation Handbook.

1.2.10 Develop, field test, revise & disseminate curriculum materials for Talented & Gifted students with Implementation Handbook.

1.2.11 Disseminate ideas, information and activities at statewide career awareness workshops for elementary teachers. (see 3.4.2, 3.5.2)
- 4 Regional Instructional Improvement Day (OCE)
- OCCA Conference (Fall & Spring)

1.2.12 Develop, field test, revise & disseminate career awareness/Science Curriculum Kit with Handbook. (Coop with Tom. Grades 7-12) (See exploration) 2.1.1.3

1.2.13 Develop, field test, revise & disseminate language arts curriculum kits (7-12) with guide. Train cadre & update. (See exploration) 2.1.1.3

1.2.14 Develop, field test, revise & disseminate math, social science & physical education curriculum kits (7-12) with guide. Train cadre & update. (See exploration) 2.1.1.3

1.2.15 Provide technical assistance & grant awards to schools in planning & implementing career awareness curriculum. Utilize cadres. (See activity 1.1.5)

1.2.16 Develop a system involving regional coordination to expedite the dissemination and exchange of successful curriculum activities among local schools.

1. Statewide career awareness advisory committee.

2. Local, regional & statewide workshops.

1,3 . Determine practices & methods which may be of value to other districts through evaluation of a minimum of 20 awareness models or demonstration projects by 1978. (Promising Practices)	1.3.1 Provide technical assistance & grant awards to LEAs for an addition of exemplary components of selected awareness models. e.g. Portland project.	
	1.3.2 Disseminate information identified in the 1977 study of Research & Exemplary Projects.	
1.4. Establish a minimum of one comprehensive career awareness program at the elementary school level in each of the 14 administrative districts by 1982.	1.4.1 Survey career awareness programs to identify exemplary or potentially exemplary programs in each administrative district.	
1.5. Assist 50% of the LEAs in implementing a career awareness program in secondary schools by 1982.	1.5.1 Identify the career awareness needs of secondary students in the state's schools. Develop statewide survey.	
	1.5.2 Develop, field test, revise & disseminate a career awareness model at a secondary school.	
	1.5.3 Provide funds to one additional site for alternate model.	
	1.5.4 Update secondary subject matter cadres to in-service at secondary level.	
	1.5.5 Field test, upgrade, disseminate 9-10 career awareness/Exploration Kits to LEAs.	(See exploration) 2.1.1.3
	1.5.6 Develop, field test, upgrade, & disseminate 11-12 career awareness/ Exploration Kits to LEAs.	(See exploration) 2.1.1.3

1.6. Assist 50% of the community colleges to develop career awareness programs for students by 1982.	1.6.1 Provide funds to a community college to develop a transportable career awareness model.
	1.6.2 Train a cadre to in-service career awareness at community college level. Update cadre.
	1.6.3 Disseminate, field test & upgrade the results of the transportable model developed in 1978.
	1.6.4 Identify the career awareness needs at the community college level--develop instrument. (see personnel 3.5.3)
1.7. Provide information to the general public describing career awareness activities in Oregon's schools.	1.7.1 Work with the public relations staff at the ODE and the regional career education coordinators in dissemination of career awareness information and activities. (e.g. news releases & other forms of communiques)
1.8. Assist in developing criteria for infusing basic & career ed programs.	1.8.1 Work together with the basic education staff at the ODE to infuse career education and basic education. 1. OCEE Parkrose/Corvallis Project. 2. Joint Council of Econ.Ed/AIT Film Series Project. 3. Science/Career Awareness Project. 4. Language Arts/Career Awareness Project. 5. Math/Social Science/PE, etc. Projects.

1.9. Assist in developing criteria for infusing counseling and career educational programs.	1.9.1 Work together with the Student Services Division staff at the ODE to infuse counseling and career education.
1.10. Provide technical assistance and in-service training to elementary principals in implementing career awareness as part of their regular curriculum.	1.10.1 Conduct four administrative in-services per year in each of the 16 career education regions in the state.
1.11. Provide technical assistance and in-service training to teacher educators in implementing career awareness as part of their teacher pre-inservice training.	1.11.1 Conduct in-services for the 16 college/universities teacher education staffs. Coordinate with ICCE project. 1.11.2 Disseminate career awareness curriculum kits and other resources to the colleges/ universities.
1.12. Maintain support groups to assist SEA to determine program inputs & outputs.	1.12.1 Establish a career awareness advisory committee

GOAL: 2. Students will explore their individual interests, aptitudes and strengths and weaknesses in relation to present and future careers availableto them, and make tentative decisions and plans to accomplish their career goals.

SUBGOALS:

1. Students shall experience career guidance activities to assist them in making appropriate career decisions.
2. Students shall become aware of and explore occupations representative of broad areas of employment.
3. Students shall become aware of an explore programs designed to provide preparation in chosen career areas.
4. Students will know how to locate, apply for, obtain and maintain employment.

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
2.1 Assist in the development, evaluation, dissemination and utilization of appropriate curriculum strategies, designs and materials.	2.1.1 Develop, field test, evaluate, publish and disseminate: .1 Exploration Guides for each occupational cluster. .2 Orientation Guides to job families associated with the instruction in Industrial Arts, Home Economics, Business, Science/Health, and Social Studies. .3 Exploration Curriculum Guides in each of the instructional program areas. (see awareness 1.5.5, 1.5.6 1.2.12, 1,2.13, 1.2.14) .4 Infusion model for integrating exploration-centered activities in each instructional program.					

2.1.2 Develop and disseminate materials relating to model career exploration programs in:

1 Exploratory work experience

2 Career guidance at the junior high

3 Meeting needs of students with special needs (including able & gifted)

4 Elimination of sex and race stereotyping.

5 Secondary & post-secondary level.

6 Apprenticeable trades & apprenticeship programs.

7 Industrial arts, home economics, business, health science & other subject matter disciplines at junior high.

8 Developmental cluster program sites.

2,2 Assist LEA's in the training of instructional staff, counselors & administrators in gaining competencies essential to conducting needed career exploration activities.

2.2.1 Determine & disseminate needed competencies for each group.

2.2.2 Develop, field test & disseminate a competence assessment instrument to determine in-service needs of staff.

2.2.3 Evaluate, publish, disseminate & assist in the utilization of existing in-service models.

2.2.4. Conduct regional training workshops for administrators, counselors, & teachers, utilizing existing cadres. (see personnel 3.4.1)

2.2.5 Train cadres of people in industrial arts, home economics, business, science/ health, career economics & other instructional programs.

2.3 Assist LEA's in program planning and implementation utilizing available state and federal resources.

2.3.1 Organize, appoint & utilize a statewide career exploration advisory committee with responsibilities to:
- determine overall priority areas of need.
- suggest solutions & help design projects & programs to meet expressed needs.
- assist in selection of strategies & programs to best meet needs.
- assist in orienting regional advisory committees in their responsibilities & functions.

2.3.2 Provide assistance in organization & utilization of regional career exploration advisory committees who have responsibilities to:
- design & implement regional programs of work.

- assist local programs of career exploration & determine priority areas of need.
- suggest solutions & help design projects and programs to meet expressed local needs.
- plan and conduct local projects and programs designed to meet needs.
- coordinate the effective utilization of state and federal resources on the regional and local levels.

GOAL: 3. All present and prospective educational and community personnel will develop the competencies they need to function effectively in their area of career education.

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
3.1 Establish career ed as a component in the preparation of elementary and secondary teachers in all of Oregon's public and private 4-year teacher preparatory institutions.	3.1.1 Continue to support the ICCE activities under the Consortium for Career Education Project.					
	3.1.2 Provide inservices to be conducted for all staff at each institution. (3)					
3.2 Establish and maintain a statewide in-service cadre system for career education to cover major competency areas.	3.2.1 Provide update training for existing cadres in areas of most critical need. (see 3.5.4)					
	3.2.2 Develop new cadres from among the following areas: 1. Implementing an interdisciplinary approach to career education. 2. Career ed minimum standards 3. Guidance personnel competencies 4. Language arts & career education 5. Science & career education 6. Utilizing career awareness curriculum handbook and kits (use existing cadres?) 7. Utilization of parent/community resources using existing career awareness cadre (how coordinated with 4-state cadre) 8. Industrial arts. 9. Home economics.					

	3.2.3 Define and further implement the system for cadre utilization follow-up and reporting.		
3.3 Provide programs to develop qualified personnel to administer and provide leadership in career education.	3.3.1 Develop an extern program in career education.		
3.4 Improve administrative competencies of career education personnel in planning, implementing and improving programs.	3.4.1 Conduct regional training sessions in career exploration concepts and programs for secondary school principals.	(See exploration)	2.2.4
	3.4.2 Provide 9 administrative in-services in career awareness in each of the areas served by a regional coordinator.	(See awareness)	1.2.11
	3.4.3 Conduct regional in-services for elementary and secondary administration aspects of career education objectives and program implementation.		
3.5 Provide career education opportunities for instructional personnel to develop /improve their teaching competencies.	3.5.1 Provide for in-services to be conducted in such areas as: 1. Community resource utilization 2. Articulation 3. Graduation requirements for career ed 4. Career awareness 5. Career exploration 6. Career guidance		
	3.5.2 Develop an in-service program to assist secondary schools in implementing career awareness programs. (What about PSU in-service model)	(See awareness)	1.2.11

	3.5.3 Provide at least one seminar/ workshop for selected community college personnel to identify strategies and successful practices in career awareness.	(See awareness) 1.6.4
	3.5.4 Incorporate in teacher in-service information related to changing work roles of men and women including issues related to eliminating sex and race stereotyping.	(See activity #3.2.1)
3.6 Conduct competency based in-services for business/ industry/labor and educational personnel to improve their community resource utilization skills.	3.6.1 Utilize trained cadre to conduct in-services.	
3.7 Develop a state system for the management and implementation of a career ed personnel development.	3.7.1 Identify needs and priorities.	
	3.7.2 Develop plan of action for personnel development and coordinate with other programs.	
	3.7.3 Develop personnel resources and disseminate to LEA's. (See Dave for details.)	
3.8 Guidance	3.8.1 Conduct regional workshops to help provide counselors and guidance personnel with training to help them identify changing work patterns of women and men and cope with sex role issues.	(see guidance) 5.1.3

3.8.2 Provide assistance in support of counselor training pre-service programs which incorporate an understanding of vocational education and vocational program offerings provided in community colleges.

3.8.3 Provide assistance to support in-service and pre-service counselor training dealing with meeting the special needs of disadvantaged individuals, handicapped individuals, those with limited English speaking ability and women.

3.8.4 Provide counselors/guidance personnel with in-service to prepare them to more adequately advise students in apprenticeship opportunities.

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OR QUOTATION

GOAL: 4 All students will be aware of and utilize career guidance services which will help them in the following areas: self-awareness, interpersonal skills, decision making skills, and setting tentative career goals.

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
4.1 Assist LEAs in planning, implementing and evaluating guidance services which include counseling, guidance, placement, and follow-up.	4.1.1 Identify exemplary career guidance services in 1. elementary schools, 2. junior high schools 3. high schools					
	4.1.2 Provide for development of a comprehensive guidance services model which will include counseling, placement, and follow-up for special students.*					
	4.1.3 Continue development of models for career guidance at all educational levels.					
	4.1.4 Design an evaluation instrument for career guidance services					
	4.1.5 Develop a system to coordinate and disseminate student statistical data for districts to use in follow-up studies					
4.2 Assist LEAs in developing innovative career guidance curriculum which stresses experiential processes.	4.2.1 Provide for the development of a model experiential career guidance curriculum at 1. elementary 2. junior high 3. senior high levels or combined district					

*handicapped, educationally disadvantaged, English as a second language

Charlotte's

4.2.2 Disseminate information to all districts on career guidance curriculum, including a section on current operating programs.

4.2.3 Develop, field test, revise, & disseminate career guidance curriculum materials.

GOAL: 5. Students with special needs will have readily available guidance services that will help them make appropriate career/life decisions. (Special needs include handicapped, able and gifted, educationally disadvantaged, ESL students, and sex bias/sex roles).

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
5.1 Provide LEAs with technical assistance in recognizing and meeting the special needs of students.	5.1.1 Provide for the development of a slide tape presentation on: 1. non-traditional career education 2. the handicapped and the world of work 3. strategies for meeting special needs (e.g. ESL, educationally disadvantaged) 4. untapped talent-career education & the gifted					
	5.1.2 Use slide tape presentation in inservices and preservice of guidance personnel					
	5.1.3 Provide cadre inservice for counselors in 1. guidance curriculum 2. career diagnosis & prescription 3. update on laws & implications for counselors. (see personnel 3,8.1)					

Charlotte's

GOAL: 6. Students will be able to use the resources of their community and school for life planning.

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
6.1 Provide assistance to LEAs to develop and utilize community resources.	6.1.1 Fund a model community school cooperative program district-wide.					
	6.1.2 Develop and disseminate an implementation guide on "Discovering your Community".					
6.2 Provide information to the general public describing career guidance services in Oregon's schools	6.2.1 Work with the public relations staff and newsletter editors at the ODE and career coordinators in dissemination of information.					
	6.2.2 Develop a public relations guide for guidance personnel					
6.3 Assist in relating basic skills to the guidance curriculum	6.3.1 Work cooperatively with the basic education staff at ODE to define "basic skills" and to relate definitions to guidance curriculum.					

Dave's

DI MINATION

7

GOAL: A LEA's will use information resources in the development, implementation, and improvement of career education.

Objectives	Activities	Funding				
		1977-78	1978-79	1979-80	1980-81	1981-82
7.1 Provide access to LEA's to career ed curriculum materials.	7.1.1 Identify career education curriculum materials and disseminate a Career Education Resource Catalog.					
7.2 Provide access to LEA's to information about personnel resources.	7.2.1 Identify personnel resources and disseminate a personnel resources guide.					
7.3 Provide access to LEA's to information about community resources.	7.3.1 Identify community resources and disseminate a community resources guide.					
7.4 Provide access to LEA's to information about facilities resources.	7.4.1 Identify facilities resources and disseminate a facilities resource guide					
7.5 Provide access to LEA's to information about programs and practices designed to eliminate sex-role stereotyping in career choice.	7.5.1 Identify anti-sex-role stereotyping programs and practices and disseminate a sex-role resource guide.					
7.6 Provide access to LEA's to information about funds and funding sources.	7.6.1 Identify funds and disseminate a funding resource guide.					

7.7	Provide LEA's with general information regarding awareness, exploration, and preparation in Oregon.	7.7.1	Prepare and disseminate a Generalized Information Package.
7,8	Provide LEA's with information on priority topics.	7,8,1	Prepare and disseminate specialized information packages.
7.9	Provide LEA's with information about consumer education curriculum materials.	7.9.1	Publish a monthly current awareness column in Edugram.
7.10	Support Career Education Department staff in their dissemination activities to LEA's.	7.10.1	Develop and maintain a collection of Oregon career education resource materials.
		7.10.2	Provide computer searches of national educational data bases.
		7.10.3	Prepare annotated bibliographies on priority topics.
		7.10.4	Provide microfiche and hard copy document reproduction service.
7.11	Initiate action to develop resource guides for curriculum materials, personnel resources, community resources, facilities resources, programs	7.11.1	Identify information sources.
		7.11.2	Develop a survey instrument or method.

and practices designed to eliminate sex-role stereotyping in career choice, and funding sources and funds.

7.11.3 Survey the groups identified in 1.11.1.

7.11.4 Gather additional data when necessary.

7.11.5 Process the data gathered.

7.11.6 Develop a format for the guide.

7.11.7 Write and edit the guide.

7.11.8 Have the guide typed and printed.

7.11.9 Disseminate the guide.

7.11.10 Evaluate the guide.

7.11.11 Update the guide.

GOAL: To evaluate the effectiveness of career education inputs, processes and outcomes in local educational agencies and personnel training programs.

SUB-GOALS:

1. To determine the effects of certain inputs in achieving desired outcomes.
2. To determine the effects of certain processes in achieving desired outcomes.
3. To determine the effects of certain inputs in establishing certain processes.
4. To determine the effects of the interactions of certain inputs with certain processes in achieving desired outcomes.
5. To determine the contribution of certain career education outcomes in the achievement of the general group of goals districts establish for students, and for personnel.

Objectives	Activities	Funding
. Data Collection		1977-78 1978-79 1979-80 1980-81 1981-82
8.1 Use existing departmental data collection processes (e.g. the fall report, five year accreditation cycle visits, etc.) to collect information about inputs, processes and outcomes.	8.1.1 Identify SEA personnel.	
	8.1.2 Train SEA personnel.	
	8.1.3 Determine data needs.	
	8.1.4 Develop/identify data collection techniques.	
8.2 Provide a standard format for LEA use in self-evaluation of career education efforts.	8.2.1 Develop/identify data collection instruments, protocols, etc.	
	8.2.2 Establish positive affect in LEA.	
	8.2.3 Develop time for data collection acceptable to LEA and SEA.	
	8.2.4 Identify LEA personnel.	
	8.2.5 Train LEA personnel.	

8.2.6 Collect data

8.2.7 Aggregate data from all LEA's

Data Analysis

8.3 Use the self-evaluation forms to aggregate information above the LEA level for the purpose of analysis relative to the objectives stated above.

8.3.1 Determine analyses needed.

8.3.2 Identify analysis personnel.

8.3.3 Train analysis personnel.

8.3.4 Determine/develop data analysis techniques (hand, computer, combination, etc.)

8.4 Require LEA's to analyze the information collected on-site in a standardized manner to facilitate the aggregation of results.

8.4.1 Determine data handling/storage techniques (paper, punch card, etc.)

8.4.2 Develop data handling/storage formats.

8.4.3 Transfer collection data to analysis mode.

8.4.4 Select statistical analysis techniques.

8.4.5 Reorganize data to meet needs of the statistical analysis techniques.

8.4.6 Apply statistical tests

8.4.7 Prepare tables and narratives of findings.

8.4.8 From findings draw conclusions.

8.4.9 Determine implications of conclusions for program improvement.

LEA/SEA Cooperation

8.5 Develop support through understanding on the part of LEA personnel of the need for evaluation and the strategies and activities involved.

Identify opinion leaders in LEA's.

8.5.1 Determine appropriate interactive processes.

8.5.2 Identify appropriate SEA personnel.

8.6 Involve representative LEA staff in the analysis of data above the LEA level.

8.6.1 Conduct interactions to develop positive affect.

8.6.2 Identify LEA personnel for data analysis.

8.6.3 Train personnel.

8.6.4 Conduct analysis as in (2) above.

SEA Effectiveness

8.7 Monitor the effectiveness of the SEA activities which were developed to accomplish certain student outcomes.

8.7.1 Determine the match between project outcomes and SEA activities.

8.7.2 Determine the match between inputs in LEA career ed programs and SEA activities.

8.7.3 Determine the match between processes in LEA's and SEA activities.

8.7.4 Collect and analyze data (see sections 1 and 2 above)

Appendix J

Third draft

August 12, 1977

WHAT IS CAREER EDUCATION IN OREGON?

A

CONCEPT PAPER

> "Career education is an instructional strategy for all segments of the educational program, which embraces the concept that each individual must learn to function effectively in six life roles; citizen, consumer, family member, individual, learner, and producer. Within the basic instructional program career education provides learners experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work."

Career education, as defined here, is an instructional strategy which blends with developmental theory in recognizing that learning starts in the pre-school years and continues well into the retirement years. Thus, this definition of career education is purposely intended to be broad enough to recognize that learning is a long range developmental process but has limitations because it is also an instructional strategy.

Certain assumptions therefore follow this blending of developmental theory and instructional strategy and help to meet the unique needs of Oregon learners. These assumptions include:

1. All persons in Oregon should have the opportunity to develop the skills and knowledges needed to comprehend and utilize career education from early childhood through the retirement years;
2. Learning should take place in the home, community, business, industry, labor and government establishments as well as in the school;

3. Teachers should relate their subject matter areas and courses to appropriate occupations.
4. Career education should enhance both basic education, and vocational education when it is included within those programs.
5. Career education should help the student to make better school, personal and occupational decisions.
6. Occupational preparation is an important objective within career education.
7. Experiential activities will help learning basic and vocational subjects;
8. All members of the community have a shared responsibility for career education;
9. A student's education, life style and occupational aspirations are best viewed as a complete developmental unit, rather than fragmented;
10. The cosmopolitan nature of today's society demands that career education helps to create environments that will meet the educational needs of all students;
11. Career education is for all students.

There are eight major themes within the concept of career education:

1. Self Awareness

   Students will develop a positive attitude toward themselves and others, a sense of self-worth and identity, and motivation to accomplish personal goals.

2. Occupational Awareness

   Students will acquire a continuing awareness of career opportunities and relate these opportunities to their personal aptitudes, interests, and abilities.

3. Occupational Exploration

Students will explore occupational possibilities that will increase their exposure to the options available to them and help lead to occupational satisfaction.

4. Occupational Preparation

Students will acquire marketable skills designed to develop the student's employability and also to help them recognize that advanced training and/or continuing education may be necessary befor employment.

5. Educational Awareness, Exploration and Preparation

Students should recognize that educational experiences are a part of total career preparation and development.

6. Economic Awareness

Students will have an understanding of the U. S. economic system and be aware of the relationship of productive work to the economy and to the individual's well-being.

7. Basic Education Awareness

Students should be aware that their basic school subjects are both occupational possibilities and essential preparation for all occupational areas.

8. Life Role Development

Career education should provide students with the skills and knowledge to understand the relationship that exists among the life roles and the impact of the life roles on their personal, school, and occupational development.

Career education is a comprehensive educational strategy that affects instruction at all grade levels, and in all subject matter disciplines. Career education concepts should be infused into each subject matter discipline in such a way that the career development of students would be reflected in all instruction.

In language arts, for example, students would understand the importance of and relationship of language arts skills to careers as well as become aware of career possibilities in language arts. They would explore language occupations, both directly and indirectly, to the extent that such opportunities were available. They would focus on the development of skills which could be leasure skills or occupational skills at different points in the individual's life. The schools would assume responsibility for helping students who have a serious interest in language arts and are capable of succeeding to receive further training in school or to secure employment.

The example of career education in language arts can be equally applied for science, music, or any and all other subjects. However, it is important to note that each subject has major themes which are unique and important but do not directly relate to career education.

The infusion of career education concepts into each subject is only one aspect of the impact of career education. Generally, career education seeks to weave the development of academic and vocational skills and the six life roles into a new vibrant educational fabric which will have more appeal for students. This weaving should involve interaction between the school and the community to a greater extent than now exists.

Career education should be a means to build bridges between knowledge, skills, life, and occupational preparation. Implicit in the commitment to make education more relevant is the recognition that learning occurs in a

variety of settings other than the classroom and that it is impractical for schools to attempt to duplicate existing community facilities and/or services. Schools should seek to utilize the human resources, services, and facilities of labor organizations, business establishments, social service agencies, private and proprietary schools, institutes of higher education, public institutions, and the general community. Education, when infused with career education, can become vital and exciting and involve learning on both sides of the school's walls.

Career education cannot ensure the successful transition of youth from the school to the labor market without appropriate policies and actions on the part of government, industry, and organized labor. Therefore, the development of channels of communication between these organizations and the schools must have high priority at both local and state level.

It is imperative that the career education thrust be sensitive and adaptable to the requirements of the rapidly changing career patterns in society. Career education must also be sensitive to the changing relationship between work and leisure in a society where the amount of leisure time is increasing.

The Oregon Department of Education believes that career education, as it is developing in the schools and communities of this state, can provide at least a partial means to meet the divergent needs of students, and will assist individuals to move with a minimum of discontinuity among their life roles. These truths serve as support for the belief that teachers, parents, and the community must be actively and positively concerned with all that affects the growth of the individual.

REACTION SHEET TO THE 3rd DRAFT

OF

WHAT IS CAREER EDUCATION IN OREGON? A CONCEPT PAPER

1. Is it consistent with present philosophies, policies, objectives and activities in your school?

2. Do you concur with the approach and presentation in the paper?

3. Does it contain the essential elements necessary to adequately define the perimeters of career education?

4. Additional comments (use back of sheet if needed).

Appendix K

Martin J. Birnbaum
June 14, 1977

CAREER EDUCATION FOR ABLE AND GIFTED STUDENTS
RATIONALE

Education employs the past and the present to fortify us for the future. The purpose of education, as far as the individual is concerned, is to provide a means of discovering the wisdom of the past and the knowledge of the present, in order to design the future. This description of education is equally true whether we are concerned with the study of classical Latin or the behavior of molten steel in a class on welding. At the very least, the individual's developing perception of the world and of himself changes through education; often the behavior pattern is modified; occasionally the individual may alter the progress of the world in some noticeable way.

Seen in this light, then, the essence of education is a continuum: past and present leading into a future that will be altered in some way for the individual and for the world as a result of that some educational process. It was so when the primary purpose of formal education was to train clerks and priests. It was so when only the scions of the nobility were educated in order to civilize them and prepare them to govern. It is so today in our study of physics and literature and auto mechanics.

The study of the past and present is relatively simple -- when compared with education for the transition to the future.

It is probably accurate to say that most forms of education have sought to help students advance from the past and present into the future. To teach current knowledge, however, is surely more comfortable than to test the future, even when the test is no more than the timid venture of training a youth in a known skill and sending him -- thus armed -- into the world.

It is probably also accurate to say that education has been less successful in bridging the gap into the future -- with some notable exceptions. Perhaps this difficulty is to blame for some of the criticisms which malign educators,

such as "those who can't do, teach." The exceptions, naturally, have been in those studies that specifically prepare students for vocations: medicine, secretarial studies, law, engineering, welding, business administration, and so on. Let it be recognized that "vocational" education has necessarily been in the forefront of education that aimed at tomorrow. Vocational education, in its broadest definition, has the distinction of always seeking the transition.

As a worthy successor, "career" education may be said to insist upon the transition from present to future, and its scope must extend beyond the means of earning a livelihood. Otherwise, Career Education is no more than Vocational Education dressed in new clothes. Thus, we prefer a comprehensive definition of "Career Education" which perceives of men and women functioning in several life roles. Such a definition is the following: "Career Education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious, and aesthetic" (Goldhammer and Taylor, Career Education: Perspective and Promise, 1972). These roles have been restated by the State Department of Education, perhaps with more logical pattern, as: citizen, consumer, family member, individual, learner, and producer. And it may be worth observing that these six roles divide evenly into two categories: one of status, and the other of function. One role -- and only one role -- is construed as vocational. Clearly, we do not perceive Career Education as centered in the "world of work," though occupation is certainly an influential life role.

Although this view of Career Education is broadly inclusive, it nevertheless differs markedly from traditional structures of formal education. Career Education does not encompass all education, and it would be an error to substitute Career Education exclusively in place of the traditional forms. Whereas most traditional education is subject or skill oriented (writing, math, history, engine repair, etc.), Career Education is aimed at the individual student's function or status. The implications of such a distinction are manifold. Suffice it to say here that two of the implications are as follows:

a. Career Education should be more concerned than traditional education in the individual student, and in the student as a total individual.

b. Career Education should be more concerned than traditional education in preparing means by which students, and the knowledge and skills gained in school, make the transition from past and present into the future, via acceptable versions of the six life roles.

To judge what are acceptable versions of the six life roles, we can look to no authorities. A life role, after all, is a societal construct -- a set of elaborated social concepts. Naturally, these concepts change along with the rest of society, and different segments of society may perceive the six life roles differently, even at the same time. In addition, it is obvious that societal constructs differ markedly from one society to another, and from one culture to another within the same society. Nevertheless, it would be surprising if there did not exist in the United States a substantial commonality of social constructs, and even greater commonality within the State of Oregon. Furthermore, although societal constructs are broad, and admit -- even encouarge -- individual variation, there are nevertheless limits beyond which these constructs become unacceptable to the society at large.

For example, we do not accept anarchism nor despotism in the role of the citizen. As a society, we abhor incest or rape as part of the concept of the family member. Murder is not acceptable as part of the role of the individual. We are generally critical of persons who choose indolence and parasitism, though they are physically and mentally capable of an occupation. Spendthrifts and 'conspicuous' consumers are usually, though admittedly not always, objects of derision. Certainly, it is the function of public education to encourage constructs that the general society finds acceptable.

The foregoing discussion should make clear that Career Education is not an objective transmission of information. The perpetuation of values and culture are among its aims; and its major process is to facilitate full participation by the individual in the general culture. As a consequence, the dangers faced by Career Education are the too narrow view of acceptable life roles and the hazards inherent in training students in the present for the practices of the future.

Yet it is the unique qualities inherent in Career Education that turn Career Education, rather than traditional education, into a hope for improved

instruction for 'able and gifted' students. The tendency to teach for the future, the concern for the student as individual -- both are even more important for the 'able and gifted' student than for any other category.

"Able and gifted" students are an identifiable population of students defined by Oregon law and recognized by the Department of Education. Because of their potential for high and unusual achievement, able and gifted students require differentiated programs in order for them to achieve at the level of their potential.

Why should educational programs for the gifted be differentiated? Because able and gifted students, like other categories of special students, have exceptional needs. When these exceptional needs are not met by the public schools, especially for students who meet the normal school standards with little or no instruction, then the educational system is derelict. That is, the educational system affords little or no instructional benefit to able and gifted children. Just one example: the child who has learned to read before entering first grade ordinarily receives little instruction unless the school has a special program -- or a remarkable teacher.

It is more readily apparent that mentally retarded children have special educational needs, that physically handicapped and economically disadvantaged children have exceptional needs. Yet the needs of the able and gifted are just as different from the educational needs of average children. Just possibly, the able and gifted have been neglected because educators and the public alike have confused the arithmetic meanings of "average" with its derogatory social connotation of "mediocre". It is virtually impossible -- mathematically speaking -- that all students will achieve at the average or higher, though one occasionally hears such a demand being made in newspaper editorials or letters to the editor. Such a situation would require a substantial number of radically low achievement scores, with few high scores as balance.

We fail to see that a student who achieves below the average is just as important a human being as the student whose achievement is higher. Able and

gifted students are not better than others, they are merely different, and their educational needs are different too. Still, many of the traditional misconceptions about gifted children stand in the way of our providing appropriate educational programs for them.

It follows that the GOAL of the Oregon State Department of Education for Career Education of Able and Gifted is to develop and implement a leadership and management system that enables local school districts to establish and maintain instructional activities appropriate for able and gifted students. The Career Education GOAL of local districts is to provide the means by which able and gifted students learn to design and assume acceptable versions of the six primary life roles.

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CAREER EDUCATION FOR THE ABLE AND GIFTED

GOAL: To facilitate the development of Career Education programs appropriate for able and gifted students.

SUBGOALS:
1. To adopt a leadership role in assisting local educational agencies to provide appropriate Career Education programs for able and gifted students.
2. To design and implement a management system ensuring the quality of educational programs in Career Education for able and gifted students.
3. To conduct and facilitate educational research related to Career Education for able and gifted students.

OBJECTIVES	ACTIVITIES
1.1 Create necessary awareness among educators and interested lay persons.	1.1.1 Conduct one statewide conference annually and several regional conferences.
	1.1.2 Establish regular public information dissemination, using current SDE publications, electronic media, press, and newsletters.
	1.1.3 Provide guest speakers for meetings of interested public and private organizations.
1.2 Establish legal basis for providing Career Education programs for the able and gifted.	1.2.1 Review state and federal statutes to determine legal obligations of SDE and LEA's.
	1.2.2 Recommend appropriate revisions in legislation that will facilitate SDE plan.
	1.2.3 Develop or revise SDE Rules and Regulations to incorporate adequate provisions for able and gifted students.
	1.2.4 Inform superintendents and principals of legal status.

1.3 Obtain guidance for Career Education for the able and gifted from various citizen sectors.	1.3.1 Authorize SDE Task Force to review SDE policy and practice in order to strengthen the Department's operating commitment.
	1.3.2 Establish a Statewide Committee of Professionals to act as a Steering Committee advising the Department regarding program practices throughout Oregon.
	1.3.3 Establish Statewide Advisory Citizens Committee to provide policy recommendations from the public to the Department.
1.4 Incorporate ingredients of Career Education for the able and gifted into each Division of the SDE.	1.4.1 Assign Career Education staff person with responsibility for coordinating internal and external program efforts.
	1.4.2 Provide inservice within SDE in order to train cadre of knowledgeable professionals and to raise awareness of those SDE personnel whose function will have no impact on Career Education for the able and gifted.
	1.4.3 Authorize and conduct revision of staff job descriptions in order to have SDE functions conform with requirements of Career Education for Able and Gifted.
1.5 Facilitate local district program development.	1.5.1 Collect and disseminate related research information and promising practices.
	1.5.2 Identify federal, state, and local information resources.
	1.5.3. Conduct planning workshops for regional, district, or building level program planning specifically related to able and gifted.
	1.5.4 Incorporate Career Education for Able and Gifted into all other planning workshops and publications of the Career Education Department.
	1.5.5 Prepare and distribute to local and regional districts such guidelines as will assure inclusion of provisions for able and gifted into all Career Education programs.

1.5.6 Revise New School Graduation Requirements, Minimum Standards, etc., to include provisions for "honors" level performance.

1.5.7 Provide supportive incentives to local and regional agencies, as well as to individual staff persons, for the development and maintenance of model/demonstration Career Education programs for the able and gifted.

1.5.8 Conduct Annual Summer Career Education Institute for Able and Gifted students.

1.6 Assure adequate instructional staff at local and regional level.

1.6.1 Identify responsible coordinators at local and regional education agencies.

1.6.2 Review teacher certification standards and requirements; and recommend revisions as necessary.

1.6.3 Maintain liaison with teacher education colleges in Oregon to assure adequate preservice preparation of certificated personnel.

1.6.4 Authorize or conduct inservice education programs for practicing teachers.

1.6.5 Compose and publish a Teacher's Manual on Career Education for Able and Gifted Students.

2.1 Determine location, character and needs of existing programs both in Oregon, the Northwest, and the nation.

2.1.1 Establish communication with proper USOE offices and affiliates, and gather available data (e.g., USOE-G/T; N/S-LTI-G/T; ERIC; USOE-Voc. Ed. [?])

2.1.2 Conduct statewide search for Career Education programs for able and gifted students.

2.1.3 Conduct needs assessment among educators, students, recognized authorities and the general public.

2.1.4 Analyse data, and present to OBE and Oregon Legislature.

2.2 Provide models of Career Education programs for Able and Gifted covering all six life roles.

2.2.1 Identify model and demonstration programs exhibiting exemplary and adaptable forms of the following:

- 2.2.1.1 Position Statement or Policy
- 2.2.1.2 Planning Tasks
- 2.2.1.3 Goals and Objectives
- 2.2.1.4 Population Definition
- 2.2.1.5 Criteria and procedures for indification of students
- 2.2.1.6 Program options and alternatives
- 2.2.1.7 Administrative practices
- 2.2.1.8 Evaluation strategies
- 2.2.1.9 Budgetary considerations

2.2.2 Publish models in appropriate form, and disseminate via normal channels (see 1.1, 1.4, and 1.5).

2.2.3 Compose and distribute guidelines to LEA's, establishing proper procedures for adoption of programs within SDE Rules and Regulations and OBE policies and priorities.

2.3 Seek necessary additional resources and designate existing resources which may be devoted to Career Education for Able and Gifted.

2.3.1 Maintain file of public and provate funding sources.

2.3.2 Prepare SDE grant proposals.

2.3.3 Consult with local and regional educational agencies and provide assistance in local proposal writing.

2.3.4 Analyse SDE budget for inclusion of Career Education for Able and Gifted within State Department provisions.

2.3.5 Analyse Career Education Program budget for inclusion of provisions for Able and Gifted students.

3.1 Establish and maintain statewide research effort in relevant studies.

3.1.1 Establish system to collect, store, and process information long range effects of Career Education programs on able and gifted students.

3.1.2 Authorize or conduct evaluation programs to monitor immediate effects of Career Education programs for able and gifted students.

LEA

OBJECTIVES	ACTIVITIES
1.1 Develop and adopt LEA plan for Career Education for Able and Gifted Students.	1.1.1 Appoint citizen advisory committee and district staff task force to develop local plan, using SDE plan as model.
	1.1.2 Guide plan through necessary steps to obtain Board approval.
	1.1.3 Inform educators and the public of priority status for Career Education for able and gifted students.
2.1 Select district cadre.	2.1.1 Appropriate funds sufficient for district program staffing.
	2.1.2 Appoint or select administrative staff person with responsibility for coordinating district Career Education Program for Able and Gifted.
	2.1.3 Identify contact person in each local building with responsibility to organize and maintain Career Education program.
	2.1.4 Identify instructional staff and responsibilities.
	2.1.5 Establish a district employment priority for personnel with experience or interest in Career Education for able and gifted students.
2.2 Provide necessary instructional support services.	2.2.1 Obtain facilities, equipment, and materials for production of instructional materials.
	2.2.2 Arrange for personal, academic, and occupational counseling and guidance capabilities.
	2.2.3 Provide academic and psychological testing services.

2.2.4 Authorize inservice incentives and opportunities for staff.

2.2.5 Collect, process, and disseminate information to instructional staff, and to other educational agencies.

2.2.6 Communicate with public information agencies to provide awareness and advocacy.

3.1 Implement instructional program.

3.1.1 Adopt models fo Career Education instructional strategies for able and gifted students involving each of the six life roles.

3.1.2 Conduct programs and monitor achievement.

3.1.3 Revise as necessary.

MJB/db
6/16/77

Appendix L

SEX STEREOTYPING

GOAL: Students will acquire knowledge and skills to minimize the limiting effects of sex stereotyping on career considerations.

SUBGOALS:

1. Students will have an opportunity to work with teachers and counselors who have an awareness of sex stereotyping and its effect on career opportunities.
2. Students will be able to list the major characteristics of sex stereotyping and will develop a working definition of stereotyping.
3. Students will be able to evaluate and apply selected criteria to stereotypic behavior, instructional materials, and the media.
4. Students will develop skills to identify sex stereotyping in organizations.
5. Students will be able to describe the impact of stereotyping on both sexes.
6. Students will be able to evaluate their own behavior in reaction to sex stereotyping as it relates to career education.
7. Students will identify a wide range of resources with which they may broaden their own understanding of sex stereotyping.
8. Students will recognize the need to eliminate the use of generic he or she in career education materials.

Objectives	Activities
*X.1. Provide assistance and guidance to L.E.A.'s to develop inservice to promote sex stereotyping awareness in teachers.	
	X.1.1 S.E.A. outlines goals and objectives for the development of inservice class.
	X.1.2 S.E.A. disseminates goals and objectives to L.E.A.'s.
	X.1.3 L.E.A.'s develop syllabus in relation to goals and objectives.
	X.1.4 State consultants available to support L.E.A.'s in development of inservice on request.
	X.1.5 L.E.A.'s implement inservice class with teachers.
X.2. Train existing career education cadre to support local activities to develop awareness of sex stereotyping.	
	X.2.1 S.E.A. conducts a sex stereotyping awareness workshop for cadre members.
	X.2.2 Cadre members develop action plans for use in L.E.A.'s
	X.2.3 S.E.A. disseminates information about cadre training to request cooperation from L.E.A.'s
	X.2.4 Cadre members implement action plans in L.E.A.'s
	X.2.5 S.E.A. supports implementation of action plans with consultant service (follow up from sex stereotyping workshop).

*"X" represents whatever numeral is assigned to this goal.

X.3. Assist in the production of a series of video tapes to promote awareness of the effects of sex stereotyping on career options.

X.3.1 Provide support to interested L.E.A.'s with instructional television capabilities.

X.3.2 Coordinate use of tapes on the statewide educational television system.

X.3.3 Provide video tapes to L.E.A.'s on loan basis or to copy for use with students or staff development.

X.3.4 Develop and distribute teacher's guide for video tapes.

X.4. Provide assistance and training related to sex stereotyping for administrators.

X.4.1 Develop and implement a training model for selected administrators to develop an awareness of sex stereotyping.

X.4.1.1 Provide a central training session on four different days throughout the year (ex., summer, fall, winter, and spring sessions).

X.5. Assist in the development and maintenance of a clearing house to disseminate information on stereotyping to existing educational publications.

X.5.1 Existing cadre members provide articles on sex stereotyping.

X.5.1.1 Include successful classroom activities on sex stereotyping.

X.5.1.2 Include successful staff activities to limit sex stereotyping.

X.6. Assist in the identification of appropriate checklists to evaluate stereotyping in educational institutions, representative schools, classrooms, and instructional materials.

X.7. Assist existing regional resource centers to identify and select materials related to sex stereotyping, e.g., films, filmstrips, readings, and curriculum materials.

X.5.2 Collect information from various governmental and community agencies and share with L.E.A.'s through existing S.E.A. publications.

X.6.1 Identify checklists to evaluate instructional materials.

X.6.2 Identify checklists to evaluate patterns and behaviors in educational institutions, representative schools and classrooms which perpetuate stereotypic behavior.

X.6.3 Distribute checklists to existing cadres and to career education coordinators in local school districts for dissemination in L.E.A.'s.

X.7.1 Identify existing regional resource centers.

X.7.2 Identify and recommend materials for centers.

X.7.3 Resource centers select and distribute materials on short-term loans on request.

X.7.4 Develop a continuing process for evaluation and purchase of materials on a periodic basis.

X.7.5 Publish information on the acquisition of sex stereotyping materials in existing center publications.

X.8. Assist in the design and production of curriculum materials for student learning activities that focus on sex stereotyping.

X.8.1 L.E.A.'s produce a set of curriculum goals related to sex stereotyping.

X.8.2 L.E.A.'s conduct a search for appropriate curriculum to use with the stated goals.

X.8.3 L.E.A.'s develop instructional materials as needed to support the learning goals.

X.8.3.1 Ex., Design and construct classroom learning centers that help students understand the limiting effects of stereotyping.

X.9. Assist in rewriting a sample of materials which has high frequency usage in career education so that its language and content are free from sex bias.

X.9.1 Coordinate activities of a selected group to rewrite samples of career education materials so that the language and content are free of sex bias, e.g., Dictionary of Titles.

X.9.2 Publish and distribute the samples to all L.E.A.'s.

X.9.3 Distribute cover letter to suggest various uses of the rewrite as a model for teacher and student activities.

X.10. Assist in the development of a traveling "Road Show" on sex stereotyping.

X.11. Assist in the design and production of a tape recorded program to inform students about people who have successfully established themselves in careers generally associated with the opposite gender.

X.10.1 List goals for a traveling "road show" on stereotyping.

X.10.2 Identify persons with writing and performing skills to develop "road show" on sex stereotyping.

X.10.3 Produce "road show" utilizing identified persons.

X.10.4 Disseminate information about traveling "road show."

X.10.5 Schedule and implement traveling "road shows" in L.E.A.'s and other appropriate institutions.

X.11.1 Conduct and tape record a series of interviews with a variety of personalities who have successfully crossed sex role lines.

X.11.2 Edit and produce tapes for classroom use.

X.11.3 Prepare a listening activity guide to accompany tapes for teacher and student use.

X.11.4 Write a lesson plan demonstrating a variety of ways in which the tapes may be used in learning situations.

X.11.5 Make tapes available to L.E.A.'s on short-term loan with the authority to reproduce.

X.12. Assist in the development of a pamphlet that lists laws relating to sex discrimination and sex bias of which L.E.A.'s should be aware.

X.12.1 Research available materials relating to sex stereotyping and sex bias concerning school policies and career orientation.

X.12.2 Design and publish the pamphlet relating to laws of sex stereotyping and sex bias in layman's terms.

X.12.3 Distribute pamphlet to L.E.A.'s

X.12.4 Develop, as needed, addendums to the pamphlet and distribute to L.E.A.'s.

X.13. Assist L.E.A.'s in providing sex stereotyping awareness for counselors.

X.13.1 Conduct regional workshops to help counselors develop sex stereotyping awareness.

X.13.2 Suggest sex stereotyping goals to be included in preservice and inservice experiences for counselors.

Appendix M

THE COST OF CAREER EDUCATION: AN ANALYSIS OF SELECTED PROGRAMS IN THE STATE OF OREGON

Jeannette K. Hamby

June 30, 1977

	District Salaries	Materials	Grants	Cost Per Pupil
1970-71	$ 18,500			$ .87 (K-12)*
1971-72	43,500			2.04 (K-12)*
		$ 5,500 (K-6)		.48 (K-6) A
			$ 10,792 (K-6)	.94 (K-6) A
			9,385 (K-6)	.25 (K-6) A
1972-73	47,000			2.20 (K-12)*
		3,500		.16 (K-12)A
			113,500 (7-10)	55.04 (7-10)E
	2,800			.56 (K-12)A
1973-74	54,300			2.54 (K-12)*
		15,700 (K-12)		.74 (K-12)A
		3,500 (K-6)		.31 (K-6) A
		17,500 (K-12)		.82 (K-12)A
			69,000 (K-8)	14.38 (K-8) E
1974-75	79,700			3.74 (K-12)*
		20,000 (K-12)		.09 (K-12)A
		16,000 (K-6)		1.40 (K-6) A
1975-76	65,800			3.09 (K-12)*
		19,000		.89 (K-12)A
1976-77	73,500			3.45 (K-12)*
		20,000		.09 (K-12)A

* Total District Cost for 7 years = $17.93 or $2.56 average yearly cost per pupil

Total District Awareness Cost = $6.73 or $.96 average yearly cost per pupil (K-12)/($.48 affects K-6)

Total District Exploratory cost = $69.42 or $9.92 average yearly cost per pupil

DISTRICT A

TABLE ____
TOTAL DEVELOPMENTAL AND IMPLEMENTATION
COSTS BY DISTRICT

DISTRICT	TOTAL/PUPIL DEVELOPMENT COST	TOTAL/PUPIL IMPLEMENTATION COST
A	$ 4.61	$ 1.17
B	$ 22.76	$ 14.22
C	$ 17.66	$ 16.53
D	$ 12.81	$ 27.19
E	$ 8.33	$ 18.50
F	$ 39.87	$ 72.79
G	$ 19.06	$ 35.66
H	$ 9.28	$ 21.48
I	$ 33.37	$ 40.08
J	$ 34.53	
K	$ 27.71	
AVERAGE	$ 20.91	$ 27.51

Oregon school districts have perceived Career Education as an integral part of all basic educational programs and not as a substitute for some other aspect of education or an appendage to the existing content. The thrust has been to "infuse", "diffuse", or "weave" practical examples from the world of work and life roles into all phases of the curriculum and provide the student with opportunities for involvement and relevance in various real-life experiences.

In reviewing this study, the reader is asked to heed the criticism of Hugh Calkins, former Chairman of the National Advisory Council on Vocational Education, who believes the "brick wall" that separates vocational education from academic subjects in the high school--and its consequent inability to "diffuse" into other curricular areas--is due to the concept of separate funding. He warns that "the fiscal structure for Career Education must not dictate its educational content."[1]

Problem Addressed

Since early 1968, Oregon schools have attempted to integrate the Career Education components of career awareness, exploration, and preparation into their total instructional program. With the exception of very limited funding from federal sources, the bulk of the costs have fallen upon the local district.

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[1]Calkins, Hugh. "Breaking Down the Fiscal Barriers to Career Education." Essays on Career Education. Northwest Regional Educational Laboratory, 1973. pg. 247.

With the advent of possible federal funding to local districts for career education start-up costs, no accurate figures existed as to the expenditure of funds required to develop and implement such programs. The problem was further compounded in that (1) the broadly established concept of career education was rather ambiguously defined, allowing a great deal of lattitude in assigning costs to the career education process, (2) few districts have designated budget funds to career education development, and (3) the cost factor for the infusion of an instructional component is most difficult to determine.

Purpose of the Study

The purpose of this investigation was to determine a defensible cost per pupil to establish comprehensive career education components in (1) the elementary grades; (2) the junior and/or middle school; and (3) the senior high school. The request was made to identify which costs may be attributable to a (1) planning or developmental phase (delineating, obtaining and providing information for making planning decisions) and (2) those costs attributable to the implementation of the decision and on-going curricular costs directly ascribed to career education. The latter costs would include the modifications or reformulation of previous decisions or installation of the innovation in the total system. Expenses chargeable only to career education development were to be considered. This resulted in the elimination of any occupational cluster program costs at a high school level.

In cooperation with Oregon Department of Education career education specialists, districts were identified who had established

reasonably comprehensive career education offerings and were representative of similar districts their size. The size categories were: 3000 ADM and larger; 1000-2999 ADM; 500-999 ADM and 100-499 ADM. The figures used in assigning districts to each category were the resident ADM as reported to the State Department of Education on June 30, 1977.

Variables of Sampled Population

With the exception of the two smallest districts which were located in eastern Oregon districts sampled were geographically dispersed from the metropolitan area of Portland, south along the Willamette Valley.

Although one district was a non-unified district and another contracted all high school students to a neighboring school district, costs were determined according to the number of students affected. No effort was made to weigh demographic data such as characteristics of the family, community, school support services, etc.

A significant variable was the allowance extended some of the sampled districts of additional external funding allocations. These resources were included as valid developmental and/or implementation costs.

Although all districts sampled rely on an annual levy acceptance by local patrons, expenditures per student varied from a low of $1,353 to a high of $2,332. District estimates of average daily

membership and expenditure per student as of June 30, 1977 are shown in the following table.

TABLE I
DISTRICT EXPENDITURE PER STUDENT AND TAX RATE OF SAMPLED DISTRICTS

CATEGORY BY ADM	DISTRICT	ADM	EXPENDITURE PER ADM	TAX RATE PER $1000 TCV
1	A	54,448	$ 1,853	$ 14.64
	B	19,909	1,718	19.13
	C	6,498	1,547	21.70
	D	4,581	1,488	17.55*
	E	3,185	1,353	15.62
2	F	1,885	1,623	24.63
	C	1,200	1,691	18.49
3	H	850	1,468	21.08
	I	725	1,531	21.20
4	J	117	2,332	7.48
	K	224	2,009	14.11

*non-unified/adjusted

Cost Parameters and Constraints

The freedoms and constraints in the identification of dollar figures that were either "developmental" or "on-going" were frequently difficult to ascertain. As districts worked to meet their prioritized career education goals, monies were often budgeted for a developmental phase of a particular program, while other budgeted monies were marked

as implementation of a trial infusion strategy or procedure at a particular school site or installation of the innovation in the total system. Unfortunately, the figures were never separated as such in the district budget. More than likely, only the career education director or coordinator could identify that percent of "staff development" or "materials" earmarked for career education within an area of the curriculum.

To further compound the confusion, "second generation" innovations were occasionally adapted by smaller districts allowing them to quite extensively bypass the more costly developmental phase and budget directly for implementation of the new feature into the overall system.

The following criteria were established for selection of costs:

- Instructional content: Scope and sequence of the content of a career education program was divided and infused throughout the K-12 curriculum. Cost impact of this infusion was impossible to accurately identify.
- Instructional methodology: Teaching activities, unless specifically identified in a line item budget item as "career education" were not recognized as distinct career education costs. For example, "Career Education Day" respresenting total staff involvement for a full day of career oriented activities; high school vocational staff involvement at an elementary level for career awareness activities, salaries of counseling

and guidance staff involved in career education classroom guidance activities; etc.

- Facilities: Cost impact of facilities, renovation of facilities or maintenance of facilities were not considered for purposes of this study.
- Personnel salaries: Inclusion of personnel salaries were made only when assigned to a designated career education component of the curriculum. Salaries were then calculated at a state average of $14,500. Salaries of career education directors and subsequent clerical staff were obtained from the district budgets. In the smaller ADM districts in which the responsibility for the vocational and career education curriculum was carried simultaneously, the salary was prorated according to time spent in career education.
- Consultants: Services rendered by IED coordinators and state department specialists to the smaller ADM districts were not weighted for inclusion in consultant costs.
- Fixed charges: Charges such as retirement, social security, etc.
- Field trips: Unless specifically budgeted under career education.
- Other similar infusion methods and strategies.

Data Collection Model

Access to data sources was initiated by contact with the district career education director, coordinator, IED specialist and/or superintendent. The procedure to determine areas of expense chargeable to career education was as follows:

- A personal visit to each district in the study provided the following types of data:
  - o a copy of the budget for fiscal years under study
  - o the position and salary of each professional staff member responsible for career education
  - o indirect district costs prorated such as travel, materials, staff inservice, etc.
  - o a description and schedule of any special career education class and the number of students offered enrollment
  - o operational expenses and supplies directly attributed to a career education program
  - o the number of students enrolled in each of the three levels of career development
  - o other pertinent data made available by staff
- The direct expense and prorated indirect expense were summed for both developmental and implementation phases of any curricular modification at each of the three levels of career development
- These six totals were then divided by the number of

students affected within the appropriate level (total student body impact versus the impact of a select number of students)

- The quotients represent the average expense per pupil for developmental and implementation phases at the awareness, exploratory and preparation levels

The data model is based on determining only a defensible cost per pupil for the establishment of comprehensive career education components and deliberately excludes other costs of instruction. The model allows for individuality (for example, career awareness programs were calculated as representative of grade levels K-6 or K-8, as determined by the organization and curricular thrust of the individual district).

Although budget procedures in effect in Oregon School Districts do not yield this kind of information for either program areas or grade levels to be studied, most districts were able to refer to past proposals and requests for funding. Other sampled districts offered prorated estimates from modified program budgets.

Although interviews were carried on openly--and hopefully, with a sense of integrity--the validity and reliability of cost figures may well be questioned. However, all budgets were scrutinized and a credible attempt was made to accurately ascertain a budget figure for both developmental and implementation costs of any career education curricular modification within each phase of career development.

Analysis of Data

The first step in gathering data was to develop instruments which would serve as guidelines for the focus of this research. A matrix of career education activities was formulated and helped to identify, by category, the expenditure of district funds. (Note appendix for copies of instrument.)

With the exception of one district which had budgeted specifically for career education, all personnel contacted found the request for data to be most frustrating. District A, as well as others, were unable to identify a dollar factor for the implementation phase since their district philosophy was one of total infusion of the career education concepts.

For a more precise description of factors included in the data, program content, and a general overview of the district's thrust in career education, the reader is asked to review the raw data found in the appendix.

The most striking--and also the most expected--feature of the data shown in Table II is the wide array of dollars spent regardless of size of district. It must be noted that all districts recognize the high school vocational cluster programs as valid preparation level experiences for career education although the program costs are not included in this study.

TABLE II
DEVELOPMENTAL AND IMPLEMENTATION PER PUPIL
COSTS BY DISTRICT AND CAREER DEVELOPMENT LEVELS

	AWARENESS		EXPLORATORY		PREPARATION		DISTRICT	
	Dev.	Imp.	Dev.	Imp.	Dev.	Imp.	Dev.	Imp.
District A							3.44*	1.17*
District B	9.72	2.33	4.91	4.00	6.56	6.28	1.57	1.57
District C	.70	.54	14.30	13.01			2.66	2.98
District D	1.09		2.67	22.09	3.99	2.09	5.06	3.01
District E	.92	1.15	4.00	8.52		4.33	3.41	4.50
District F	4.90	35.22**	27.76	30.41			7.21	7.16
District G			13.15	30.22			5.91	5.44
District H	.93		4.97	16.14			3.38	5.34
District I		2.27	26.04	27.01			7.33	10.80
District J	12.71		21.82					
District K	4.80		22.91					

**represents grades K-8
*seven-year average

The dramatic range of expenditure found among the sampled districts is displayed in Table III. For comparative purposes, the average is shown, although only two districts reported developmental factors at a preparation level.

TABLE III
DEVELOPMENTAL AND IMPLEMENTATION COSTS BY
DISTRICT AND CAREER DEVELOPMENT LEVELS
RANGE AND AVERAGE

	RANGE	AVERAGE
Awareness/Developmental	$ .92 - 12.71	$ 4.47
Awareness/Implementation	$ .54 - 35.11	$ 16.60
Exploratory/Developmental	$ 2.67 - 27.76	$ 14.25
Exploratory/Implementation	$ 8.52 - 30.41	$ 18.93
Preparation/Developmental	$ 3.99 - 6.56	$ 5.28
Preparation/Implementation	$ 2.09 - 6.28	$ 4.23
District/Developmental	$ 1.57 - 7.33	$ 4.44
District/Implementation	$ 1.17 - 10.80	$ 4.66

Exploratory level developmental and implementation costs are the most extreme in range. Following analysis of each district program one readily understands the reason for the disparity.

Although data thus far reported, have not shown the inclusion of teacher salaries, it is considered by many, a valid cost factor in the reporting of designated career education classes. Although benefits are not included, the salaries and instructional materials costs are displayed in Table IV by the eight districts reporting specific curriculum offerings in career education.

TABLE IV
DISTRICT PER PUPIL COST OF IMPLEMENTATION
BY EXPLORATORY PROGRAM

DISTRICT	CURRICULUM PROGRAM	SALARY AND MATERIALS/PUPIL	INSTRUCTIONAL MATERIALS/PUPIL
B	Careers Class	$ 48.68	$$ 4.00
C	Careers Class Integrated SUTOE	$ 59.60	$$ 13.01
D	SUTOE	$ 99.67	$$ 22.09
E	Cruise	$ 90.19	$ 8.52
F	Occupational Versatility	$ 95.18	$ 30.41
G	Careers Class Allied Learning in Vocational Exploration	$ 174.50	$ 30.22
H	Careers Class Cruise SUTOE	$ 270.82	$ 16.14
I	SDSD SUTOE Citizenship	$ 264.94	$ 27.01

In a conference call to Gordon Ray, Career Education Director of the Salinas, California School District, the researcher found the above noted curriculum costs to be most comparable to cost figures of the Salinas School District. Short (15-hour) simulations in career exploration were shown at $35/student. A middle school program similar to the Oregon Cruise was shown at $68/student. Training under the R.O.P. was found to be $753/student versus the $283/pupil costs of the regular vocational programs.

Similar contacts made to the Ohio State Center for Career Education and to the office of Dr. Sydney High, Washington D.C. were unproductive in yielding further comparative data.

Cost Factor of Replication

Recognizing that first year programs offered to a single school site and/or a select number of students will indeed be costly, many districts expand the program to include additional students in the district.

For example, the first year of the integrated SUTOE project offered by District C was found to cost $13.89/student. The replication effort at the second junior high was found to drop to $4.92/student.

Similarly, data available from Rex Hagens of the Northwest Regional Educational Laboratory showed developmental costs of the Experience-Based Career Education (EBCE) model in Tigard, Oregon

for 20 students to be $5,000 per student. Current on-going costs are shown to have dropped to $1,850 for 60 students and it is anticipated to drop another $300 per pupil for the 1977-78 school year.

District D of the study sample chose to become a replication site for the EBCE model. (Since EBCE replaces the standard curriculum, cost figures were not included in this study.) Offered to a select number of students, District D's per pupil costs for the model are shown at $1,066 with the current expenditure/ADM for the remaining students of the district at $1,488.

Summary

The study has raised a paramount cost-benefit question: How do we calculate the dollar factor of the infusion of an educational philosophy? And a much simpler question: How does one calculate an accurate cost per student benefit of a teaching aid such as the "Idea Book," developed in one school district and distributed throughout the state?

These questions, along with many others, have led to the conclusion that per pupil cost figures are not necessarily representative of the actual cost. As a result the data presented in this study was purposefully left without interpretation. Further analysis remains with the reader.

This study found, however, sufficient data available in most districts to identify a "defensible" cost for the impact of career education. Although all Oregon school districts rely heavily on the

classroom teacher's ability to infuse the concepts of career education, budgeted items do offer a valid starting point--however limited--of instructional materials, curriculum and coordination of activities.

Hopefully, the study will commence a more in-depth analysis.

APPENDIX

FORMS FOR

COST SUMMARY

ACTIVITIES

EXPENDED DOLLARS	Long Range Planning		Curriculum Development		Staff Development					
	start up	on going	start up	on going	start up	on going	start up	on going	start up	on going
AWARE Salaries Travel Supplies										
EXPLORE Salaries Travel Supplies										
PREP Salaries Travel Supplies										
DISTRICT Salaries Travel Supplies										

District _____

Year _____

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost _____ divided by _____(K-6 students) = $ _____

Total Exploratory Start up Cost _____ divided by _____ (7-10 students) = $ _____

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ _____

Total District Level Start up Cost _____ divided by _____(District ADM) = $ _____

TOTAL PER PUPIL DEVELOPMENTAL COST $_____

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ _____

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ _____

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ _____

Total District Level Ongoing Cost _____ divided by _____ (District ADM) = $ _____

TOTAL PER PUPIL IMPLEMENTATION COST $ _____

RAW DATA

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost _____ divided by _____ (K-6 students) = $ _____

Total Exploratory Start up Cost _____ divided by _____ (7-10 students) = $ _____ — $ 3.44 (7 yr. av.)

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ _____

Total District Level Start up Cost _____ divided by _____ (District ADM) = $ 1.17

TOTAL PER PUPIL DEVELOPMENTAL COST $ 4.61

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ _____

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ _____

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ _____

Total District Level Ongoing Cost _____ divided by _____ (District ADM) = $ 1.17

TOTAL PER PUPIL IMPLEMENTATION COST $ -

Awareness Developmental

1970 Idea Book
$10,792 funded ($2,000 local) for
11,468 K-6 students
Cost/pupil: 94¢

1972 Revision
$9,385 ($2,000 local) for 37,327
students
Cost/pupil: 25¢
332 extra copies distributed state-wide
(pupils?)

Awareness Implementation

Total infusion

Exploratory Developmental

PCE/7-10
$113,500 total ($11,000 local) for
2,062 grade 7-10 students
Cost/pupil: $55.04

Second year revision
$69,000 ($10,000 local) for 4,800 grade
K-8 students
Cost/pupil: $14.38

Distributed K-12 for 6,862 students
Cost/pupil: $26.60
(average yearly: $13.30)

Exploratory Implementation

Total infusion

Data is based on ADM of 21,300 students - K-12 - Includes C.E. salaries (no fringe), materials and staff development. (No district level salary.)

	Local Funds	Cost/Pupil	Grants	Cost/Pupil
1970 - 71	21,500	1.01		
1971 - 72	24,000	1.13	7,792	.37
1972 - 73	34,500	6.62	110,385	5.18
1973 - 74	64,700	3.04	69,000	3.24
1974 - 75	83,500	3.92		
1975 - 76	41,500	1.95		
1976 - 77	55,500	2.61		
	325,200	15.27	187,177	8.79

2.18----Seven Year Average - 1.26

Total 7 year average . . . . . $ 3.44
Area Salary Average . . . . . $ 1.17

(Example only)
Cost of Career Ed Center Staff* and materials = $21,500 . . . . . 1,800 students @ $11.94 each
*(same staff will also service six feeder schools. . . . Area expenditure/high school student is $1,850. . . . or .006% of cost)

At each of four high schools, additional $700 communication responsibility. . . . Cost approximately $.90/student (not included in 76-77 local funds) partial FTE

DISTRICT A

MEMORANDUM

Area II Office / PORTLAND PUBLIC SCHOOLS / 8020 Northeast Tillamook Street / Portland, Oregon 97213

FROM: Leroy E. Wallis

Telephone 1-(503)-255-7210

TO: Jeanette Hamby

DATE: May 31, 1977

Subject: Career Education Costs

It has been most frustrating trying to work your request for data on the costs of implementing career education into an already overcrowded year end schedule. The applications for next year's vocational funding are in the process of finalization at this time, so your request could not have come at a time when I had less time to spend on digging out the type of information that would make for a very comprehensive and accurate report. In the time allowed, I have only been able to draw a rather "broad brush" type of coverage with approximate figures. Given another time and another set of deadlines, I could have done better.

BACKGROUND: You must review the information provided under the philosophy that we have been working under since the fall of 1970 that said basically:

1. career education would be a K-12 development.
2. career education is the responsibility of every teacher in every classroom to implement as appropriate and possible.
3. there should not be a separate class called "career education" because this would relieve the classroom teacher of the responsibility of infusing this concept into their instruction.
4. infusing of career education concepts is primarily a process, and one that requires a change in attitude as well as development of certain competencies in our teaching and administrative staff.
5. we are already doing a lot in career education, but we do need to better understand how the entire concept fits K-12 and to consciously help teachers implement that part of the total process as appropriate in their classrooms.

CHRONOLOGY OF ACTIVITIES:

1970-71 Work this year centered on defining what career education was and how it might be taken to the teachers. I spent a lot of time working with individual buildings and staff, explaining the concept and seeking ideas on implementation strategies. The Program Goals for Career Education in Area II were developed and discussed with teachers; an inservice class at Marysville School led an entire faculty through the self-examination of their curriculum and resulted in a plan of implementation for that building based on the program goals. A proposal was written for developing an IDEA BOOK for K-6 Classroom Teachers, which was developed in June 1971.

S = 18000
M = 3500

1971-72 Portland was under the gun with limited finances this year,

S = 18500
M = 5500

resulting in a shortened school year. Every teacher was trying to get a full year of instruction into less time and this made it more difficult to suggest any "addition" into the curriculum. The IDEA BOOK was distributed to all K-6 teachers along with a baseline data collection of what students awareness levels would be at grades 4 and 6. The IDEA BOOK was revised during the summer of 1972 and was re-issued that fall. A proposal was developed for direct funding from the USOE through the SDE and resulted in the funding of the PCE/7-10 project in the Marshall Attendance Area. Tom Parr came on board in January 1972 to coordinate this project. The concept of attendance area planning was pilot tested and refined during the spring of 1972. Teacher workshops were held during the summer of 1972, building on Area II Program Goals and the concept of infusion. Great amounts of teacher-developed classroom materials were developed; inservice classes were designed and provided for participants from the Marshall schools.

1972-73

S = 19000
M = 3500

Madison High School places Cathy Williams on their FTE as a building career education coordinator. The attendance area planning system, developed in the PCE/7-10 project, was refined with Area funds in the Madison Attendance Area and the AAPS Planning Guide was developed. Once developed, this guide became the guide used by all Area II schools to develop their 5 year plans for career education. The teacher made materials from the PCE/7-10 project were pilot tested during this school year and revised during the summer. IPAR began to serve our schools with speakers from the community. Building level career education coordinators were set up this year to facilitate communication during the planning involved with the completion of the 5 year plans.

1973-74

S = 21000
M = 3500
17500
10700
5000
57700

Revised materials from the PCE/7-10 project were used in the classrooms of the entire Area. The PCE/7-10 project was re-written to extend to grades K-6 and materials were developed for the entire grade span K-10. The Area picked up attendance area career education coordinators to help with refining and updating the 5 year plans, coordinate all reporting efforts of the building coordinators, and help with taking the PCE materials into the buildings and coordinators. Area funds supported Cathy Williams and Dick Rumble, each for ½ their time during this year. A first round of purchase of career education supplementary materials was completed, based on information about successful materials used in the PCE/K-10 project schools. Final revision of PCE materials was made during the summer. Inservice courses were developed for an overview course, implementation at grades K-6, implementation at grades 7-10, implementation of guidance processes, and a self-evaluation of teacher competencies was completed for use during 1974-75. IPAR use was expanded.

1974-75

S = 22000
21500
4000
M = 16000
3500
10500
6000
83500

Tom Parr was continued for another year as project disseminator for PCE/K-10 project materials and concepts. IPAR continued to expand services. Cathy Williams was continued ½ time as coordinator for Madison Attendance Area; Dick Rumble was placed on full time to work with Adams and Marshall Areas as a coordinator, continuing the work begun during 73-74. The second

round of purchase of materials for career education resource centers in each of the elementary schools was completed. The third round of updating of the career education 5 year plans was completed. A full schedule of inservice classes was offered during the entire year and each class that was filled was held. Quarterly reports from each building continued to support the building of the program in each school.

1975-76

S 27500
4000
7500
7500
41500

Cathy Williams continues as ½ time Madison Attendance Area coordinator. Dick Rumble moves from his full time assignment as coordinator to project coordinator for a funded project on manpower applied to program planning. Quarterly reports were discontinued as the schools maintained that they should be doing this task. The materials added into the resource centers were used and evaluated during this year. Inservice courses were scheduled but due to low enrollment from our Area II schools, most were dropped. Analysis had shown that we had reached almost 3 out of 4 Area II teachers with career education inservice up to this time, so it was felt that we should eliminate inservice for a couple of years until either new processes were developed or until a clearer need was re-established. The 4th round of update of career education plans were completed and IPAR continues to provide extensive service to Area II. Building career education coordinators change to be CSP's.

1976-77

S = 24000
4000
7500
35500

M = 20000

Cathy Williams is reassigned to full time Madison High School career education coordinator but continues to work with the feeder schools. Elementary CSP's (Curriculum Support Persons) continue to handle some elements of career education support, but at a much lower level than 1974-75. Cathy Schar is supported ½ time by career education funds in the Marshall Attendance Area to coordinate efforts to improve communication between the feeder schools and the high school. A Student Checklist of Career Activities is completed in the Marshall Attendance Area to go along with the Career Education File Folder; is shared and adopted by almost all other schools in the Area. No inservice classes are held under the title of career education, but new guidelines are drawn to include career education into every inservice class held in the District (this is in line with the philosophy of infusion). Scope and Sequence committees have been at work in the District and career education has been identified as one of the themes for infusion. Career Education supplementary resource materials were added to the already existing resource centers from the central EMC budget. IPAR continues to service our schools.

SPECIAL FUNDED PROJECTS:

Home Economics: Project SCHOOL at Madison was funded for several years to develop curriculum and supporting data. This was extended this year to total Area participation and resulted in a Curriculum Guide.

Industrial Arts: An Industrial Arts Curriculum Development Center project over the past 2½ years has led to development of a Shop Teacher's Handbook to facilitate instruction. Clarification of philosophy, goals and processes were included.

Catalyst for Career Choice: This project at Madison assisted in the development of a process for working with the career education credit for those 11th and 12th grade students who had not completed this credit before the end of grade 10. This guidance effort resulted in an increase in student enrollment in the cluster programs.

Diversified Occupations: This project at Madison enabled Marleen Yann to set up and prove that a DO project would attract and serve youth in areas where no cluster program existed.

Business Education for the Handicapped: This project at Madison serves physically handicapped in office and clerical related training that had been unavailable to them prior to this project. As a result, handicapped are now regularly enrolled in the office and clerical program and are developing positive self images and some salable skills.

Translating the above activities into a per/student cost presents all kinds of problems----especially about what to include and what to exclude. Inservice training resulted when teachers were involved in materials development; materials produced by a funded research project are shared with other schools; processes begun in a funded project are then refined with local money; etc. The whole process is a web of interactions.

Can we meet together to attempt to draw out the information you see as applicable (as far as the needs of your project specify)and useful?

I am sorry that I have not been able to devote the hours necessary to develop a comprehensive report for you by this date.

LEW:lw

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $2916 divided by 300 (K-6 students) = $ 9.72

Total Exploratory Start up Cost $3790 & 750 divided by 1000 & 800 (7-10 students) = $ 4.91

Total Preparation Start up Cost $ 10490 divided by 1600 (11-12 students) = $ 6.56

Total District Level Start up Cost 31800 divided by 20,253 (District ADM) = $ 1.57

TOTAL PER PUPIL DEVELOPMENTAL COST $ 22.76

Implementation (On-going) Costs

Total Awareness Ongoing Cost $ 700 divided by 300 (K-6) students) = $ 2.33

Total Exploratory Ongoing Cost $2040 & 100 divided by 1000 & 50 (7-10 students) = $ 4.04

Total Preparation Ongoing Cost $10040 divided by 1600 (11-12 students) = $ 6.28

Total District Level Ongoing Cost $ 31800 divided by 20,253 (District ADM) = $ 1.57

TOTAL PER PUPIL IMPLEMENTATION COST $ 14.22

High School Developmental (1600)

Careers Class (10th):

Curriculum	$ 250
Materials	500
	$ 750 ÷ 800 = $.94

Career Info Center:

Materials	$ 300
CIS	1,690
Inservice, 25 days sub time	1,250
Bldg. Coordinator (1/2 time)	7,250
	$10,490 ÷ 1600 = $6.56

High School Implementation

Careers Class (10th)

Teacher (1/6th time)	$2,500
Materials	100
	$2,600 ÷ 50 = $52.00

Career Info Center:

Materials	$ 100
CIS	1,690
Visitations - 20 days sub time	1,000
Bldg. Coordinator (1/2 time)	7,250
	$10,040 ÷ 1600 = $6.28

Junior High Developmental

Goal Development (20 days)	$1,000
Staff in-service (40 subs) (9th grade Careers Class)	1,000
CIS	1,690
Materials	100
	$3,790 ÷ 1000 = $3.97
	+ .94 (plus 10th grade costs)
	$4.91

Junior High Implementation

Careers Class (9th grade):

Teacher (2/3 time)	$ 9,570 ÷ 200 = $147.85
CIS	$1,690
Materials	100
Staff visitations (5 days)	250
	$2,040 ÷ 1000 = $2.04
	+2.00 (10th cost)
	$4.04 (without salary)

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $ 1100 divided by 1582 (K-6 students) = $ .70

Total Exploratory Start up Cost $3500 & 9340 divided by 250 & 640 (7-10 students) = $ 14.30

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost $ 18742 divided by 6700 (District ADM) = $ 2.66

TOTAL PER PUPIL DEVELOPMENTAL COST $ 17.66

Implementation (On-going) Costs

Total Awareness Ongoing Cost $ 950 divided by 1765 (K-6) students) = $ .54

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ 13.01

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost $19980 divided by 6700 (District ADM) = $ 2.98

TOTAL PER PUPIL IMPLEMENTATION COST $ 16.53

Elementary Developmental

Inservice	$ 400
Materials	700
	$1,100 ÷ 1,582 = $.70 (grades 4-6)

Exploratory Developmental

Careers Class:

Curriculum Planning	$1,491
Clerical	150
Travel	200
Dissemination	150
Materials	916
Fixed	403
Consultant	190
	$3,500 ÷ 250 = $14.00 (select 10th graders, 1st year)

Interdisciplinary SUTOE:

Curriculum Dev.	$6,300
Salary, Direct	940
Travel	100
Visitations	150
Consultants	250
Materials	1,600
	$9,340 ÷ 640 = $14.59 (2nd year)

Elementary Implementation

Inservice & Materials	$ 750
Mini-grants	200
	$ 950 ÷ 1765 = $.54 (grades 1-3)

Exploratory Implementation

Careers Class:

Supplies	$ 400
Texts	200
Equipment	200
	$ 800 ÷ 300 = $2.66 (salaries included equals $59.60 per student)

Career Testing:

Direct costs	$500 ÷ 526 = $.95

First year Integrated SUTOE:

Curriculum Dev.	$5,670
Evaluation	900
Dissemination	500
Fixed Costs	1,820
	$8,890 ÷ 640 = $13.89 (1st year)

SUTOE Replication	$3,967 ÷ 806 = $4.92 (2nd year)
Average of 1st and 2nd year	$9.40

Preparation Level

Most of 830 students involved in clusters

District Developmental

Salaries (Director, 70% C.E.)	$17,650
Staff Development	1,050
Mileage	42
	$18,742 ÷ 6700 = $2.66

District Implementation (current budget)

Staff Development	$ 1,080
Publications	400
Salaries	18,500
	$19,980 ÷ 6700 = $2.98

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $3000 divided by 2741 (K-6 students) = $ 1.09

Total Exploratory Start up Cost $1030 & 2500 divided by 930 & 1600 (7-10 students) = $ 2.67

Total Preparation Start up Cost $2759 & 2828 divided by 1400 (11-12 students) = $ 3.99

Total District Level Start up Cost $ 22800 divided by 4500 (District ADM) = $ 5.06

TOTAL PER PUPIL DEVELOPMENTAL COST $ 12.81

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ -

Total Exploratory Ongoing Cost $ 1620 & 3125 divided by 80 & 1700 (7-10 students) = $ 22.09

Total Preparation Ongoing Cost $ 3560 divided by 1700 (11-12 students) = $ 2.09

Total District Level Ongoing Cost $ 13991 divided by 4650 (District ADM) = $ 3.01

TOTAL PER PUPIL IMPLEMENTATION COST $ 27.19

Elementary Developmental

Planning Grant for feeder elementary $3,000 ÷ 2741 = $1.09

Mid Hi Grant Developmental

Grades 7-10 $2,500 ÷ 1600 = $1.56

Exploratory Developmental

Staff Development	$1,000
Materials	30
	$1,030 ÷ 930 = $1.11

Prep Developmental

CIS	$2,295
Materials	500
	$2,759 ÷ 1400 = $1.97

Planning Grant $2,828 ÷ 1400 = $2.02

District Developmental

Salaries	$22,500
Supplies	300
	$22,800 ÷ 4500 = $5.06

Elementary Implementation

None

Exploratory Implementation

SUTOE	$6,206
Materials	100
Field Trips	1,520
	$7,826 ÷ 80 = $97.83 (Without salary: $20.25/student)
CIS (Mid Hi)	$2,975
Materials	150
	$3,125 ÷ 1700 = $1.84

Prep Implementation

CIS	$3,260
Materials	300
	$3,560 ÷ 1700 = $2.09

District Implementation

Salaries	$12,811 (prorated)
Supplies	1,180
	$13,991 ÷ 4650 = $3.01

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $ 1600 divided by 1740 (K-6 students) = $ .92

Total Exploratory Start up Cost $ 2000 divided by 500 (7-10 students) = $ 4.00

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost $ 11400 divided by 3340 (District ADM) = $ 3.41

TOTAL PER PUPIL DEVELOPMENTAL COST $ 8.33

Implementation (On-going) Costs

Total Awareness Ongoing Cost $ 2000 divided by 1740 (K-6) students) = $ 1.15

Total Exploratory Ongoing Cost $ 4261 divided by 500 (7-10 students) = $ 8.52

Total Preparation Ongoing Cost $ 4769 divided by 1100 (11-12 students) = $ 4.33

Total District Level Ongoing Cost $ 15350 divided by 3340 (District ADM) = $ 4.50

TOTAL PER PUPIL IMPLEMENTATION COST $ 18.50

DISTRICT E

Awareness Developmental

Planning Grant $1,600 ÷ 1740 = $.92

Exploratory Developmental

Planning Cruise $2,000 ÷ 500 = $4.00

Prep Developmental

None

District Developmental

Planning Grant	$ 1,400
Salary	10,000
	$11,400 ÷ 3340 = $3.41

Awareness Implementation

Inservice/Materials $2,000 ÷ 1740 = $1.15

Exploratory Implementation

Cruise/Salaries	$40,833 (includes Health)
Supplies	3,601
Supplies	660
	$45,094 ÷ 500 = $90.19
	(Without salaries: $8.52/ student)

Prep Implementation

CIS $4,769 ÷ 1100 = $4.33

District Implementation

Salaries	$13,050 (part V.E.)
Curriculum Dev.	1,200
Travel	600
Materials	500
	$15,350 ÷ 3340 = $4.50

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $ 2450 divided by 500 (K-6 students) = $ 4.90

Total Exploratory Start up Cost $ 16862 divided by 630 (7-10 students) = $ 27.76

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost $ 13600 divided by 1886 (District ADM) = $ 7.21

TOTAL PER PUPIL DEVELOPMENTAL COST $ 39.87

Implementation (On-going) Costs

Total Awareness Ongoing Cost $5835 & 14837 divided by 500 & 630 (6-8) (K-6) students) = $ 35.22

Total Exploratory Ongoing Cost $ 14234 divided by 468 (7-10 students) = $ 30.41

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost $ 13500 divided by 1886 (District ADM) = $ 7.16

TOTAL PER PUPIL IMPLEMENTATION COST $ 72.79

*Budgeted Items

Awareness Developmental (K-4)

Inservice	$ 450
Materials	1,500
Visitations	500
	$2,450 ÷ 500 = $4.90

Exploratory Developmental

$16,862 ÷ 630 = $27.76*

Prep Level

Cluster programs

District Developmental

Salaries	$ 8,500
Inservice	600
Planning Grant	4,500
	$13,600 ÷ 1886 = $7.21

Awareness Implementation (K-4)

Inservice	
Materials	
Visitations	
	$5,835* ÷ 500 = $11.67

Awareness Implementation (5-8)

$14,837 ÷ 630 = $23.55* (grades 5-8)

Exploratory Implementation

OV/Ind. Art	$16,957
HomeEc	15,332
Art	12,255
	$44,544 ÷ 468 = $95.18

Without salary: $14,234 ÷ 468 = $30.41

District Implementation

Salaries	$ 8,500
Extended Contracts	5,000
	$13,500 ÷ 1886 = $7.16

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost _____ divided by _____ (K-6 students) = $ _____

Total Exploratory Start up Cost $ 5916 divided by 450 (7-10 students) = $ 13.15

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost $ 6500 divided by 1100 (District ADM) = $ 5.91

TOTAL PER PUPIL DEVELOPMENTAL COST $ 19.06

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ -

Total Exploratory Ongoing Cost $910 & 4225 divided by 100 & 200 (7-10 students) = $ 30.22

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost $5985 divided by 1100 (District ADM) = $ 5.44

TOTAL PER PUPIL IMPLEMENTATION COST $ 35.66

Awareness Developmental and Implementation

Infused by staff development at district level

Exploratory Development

Staff Planning	$1,166
Staff Development	950
Materials	3,800
	$5,916 ÷ 450 = $13.15

Exploratory Implementation

Required one-term Careers Class (9-10):

Salary, two periods/day	$4,785
CIS, Needle Sort	596
Texts	62.40
Materials	251.90
	$5,695.30 ÷ 100 = $56.95
	($910.30 or $9.10 without salary)

Required ALIVE Class (7-8):

Salary	$19,285 (1.3 FTE)
Materials	4,225
	$23,510 ÷ 200 = $117.55
	($21.13 without salaries)

Preparation Developmental and Implementation

Infused with clusters

District Developmental

Salary	$5,000
Two-year average inservice	$1,500
	6,500 ÷ 1100 = $5.91

District Implementation

Travel	$ 200
Salary (2 periods)	4,785 + 1,000
	5,985 ÷ 1100 = $5.44

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $390 divided by 422 (K-6 students) = $ .93

Total Exploratory Start up Cost $ 1550 divided by 312 (7-10 students) = $ 4.97

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost $ 3012 divided by 890 (District ADM) = $ 3.38

TOTAL PER PUPIL DEVELOPMENTAL COST $ 9.28

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ -

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ 16.14

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost $4755 divided by 890 (District ADM) = $ 5.34

TOTAL PER PUPIL IMPLEMENTATION COST $ 21.48

Awareness Developmental

Inservice	$ 60
Travel	80
Materials	250
	$390 ÷ 422 = $.93

Exploratory Developmental

Extern time (avg. 2 yrs.)	$1,050
Planning	390
Materials	80
English infusion materials	30
	$1,550 ÷ 312 = $4.97

Awareness Implementation

Infused

Exploratory Implementation

CIS	$ 230
Needlesort	180
	$ 410 ÷ 150 = $2.67

10th Grade Careers:

Salary	$4,142
Materials	90
	$4,232 ÷ 64 = $66.13

(Without salary: $1.41/student)

Cruise for 79 students:

Materials	10.96
Salaries	$8,284 ÷ 79 = $104.86
	$115.82

(Without salary: $10.96/student)

SUTOE for 73 students:

Materials	$ 80
Salaries	6,213
	$6,293 ÷ 73 = $86.20

(Without salary: $1.10/student)

$270.82/student for Exploration Programs
16.14/student without salaries included

DISTRICT H

Preparation Developmental and Implementation

Infused via clusters

District Developmental

Salary	$ 1,700
Travel	80
Materials	250
Postage	32
Inservice	950
	$ 3,012 ÷ 890 = $3.38

District Implementation

Salary	$ 3,735
Travel	320
Staff Development	700
	$ 4,755 ÷ 890 = $5.34

DISTRICT H
(continued)

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost _____ divided by _____ (K-6 students) = $ -

Total Exploratory Start up Cost $ 9375 divided by 360 (7-10 students) = $ 26.04

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost $ 5500 divided by 750 (District ADM) = $ 7.33

TOTAL PER PUPIL DEVELOPMENTAL COST $ 33.37

Implementation (On-going) Costs

Total Awareness Ongoing Cost $ 500 divided by 220 (K-6) students) = $ 2.27

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ 27.01 (note raw data)

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost $ 8100 divided by 750 (District ADM) = $ 10.80

TOTAL PER PUPIL IMPLEMENTATION COST $ 40.08

Awareness Developmental

Guidance personnel

Exploratory Developmental

Planning costs for:

SDSC	$ 2,500
SUTOE	2,500
Guide	1,875
Citizen	2,500
	$ 9,375 ÷ 360 = $26.04

Preparation Developmental and Implementation

Cluster programs

District Developmental

Salary	$ 2,500
Staff Development	3,000
	$ 5,500 ÷ 750 = $7.33

Awareness Implementation

Materials $ 500 ÷ 220 = $2.27

Exploratory Implementation

SDSC (176)	Salary	$16,500
	Material	1,920
		$18,420 ÷ 176 = $104.66
		(Without salary: $10.90)
SUTOE (85)	Salary	$ 5,027
	Material	1,018
		$ 6,045 ÷ 85 = $71.12
		(Without salary: $11.98)
Citizen (75)	Salary	$ 6,374
	Material	313
		$ 6,687 ÷ 75 = $89.16
		(Without salary: $4.13)

TOTAL Exploratory costs = $264.94

Materials only = $ 27.01

District Implementation

Salary	$ 5,000
Staff Development	2,500
Materials	600 (including travel)
	$ 8,100 ÷ 750 = $10.80

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $ 1086.50 divided by 84 (K-6 students) = $ 12.71

Total Exploratory Start up Cost $ 1833 divided by 84 (7-10 students) = $ 21.82

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost _____ divided by _____ (District ADM) = $ -

TOTAL PER PUPIL DEVELOPMENTAL COST $ 34.53

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ -

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ -

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost _____ divided by _____ (District ADM) = $ -

TOTAL PER PUPIL IMPLEMENTATION COST $ -

District Level -- 84 students K-8, 116 students K-12 (Tuition out for high school experience)

Awareness Developmental

First Year:	
Substitute Time	$ 200
Contracted Services	635
	$ 835

Second Year:	
Substitute Time	$ 378
Contracted Services	400
Tuition	560
	$1,338

$2,173 ÷ 2 ÷ 84 = $12.71

Exploratory Developmental

Third Year:	
Curriculum Planning	$ 200
Contracted Services	400
Transportation	400
Substitute Time	833
	$1,833 ÷ 84 = $21.82

Three year total: $ 4,006

Average annual cost: $1,335.33

Average annual developmental cost per student: $15.90

Implementation: Infused, K-8

DISTRICT J

COST SUMMARY

Developmental (Start-up) Costs

Total Awareness Start up Cost $ 720 divided by 150 (K-6 students) = $ 4.80

Total Exploratory Start up Cost $ 1650 divided by 72 (7-10 students) = $ 22.91

Total Preparation Start up Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Start up Cost _____ divided by _____ (District ADM) = $ -

TOTAL PER PUPIL DEVELOPMENTAL COST $ 27.71

Implementation (On-going) Costs

Total Awareness Ongoing Cost _____ divided by _____ (K-6) students) = $ -

Total Exploratory Ongoing Cost _____ divided by _____ (7-10 students) = $ -

Total Preparation Ongoing Cost _____ divided by _____ (11-12 students) = $ -

Total District Level Ongoing Cost _____ divided by _____ (District ADM) = $ -

TOTAL PER PUPIL IMPLEMENTATION COST $ -

District Level: 150 students, K-8

Awareness Developmental

Staff Development $720 ÷ 150 = $4.80

Exploratory Developmental (9-12, 72 students)

Staff Development	$ 880	
Extended Contracts	500	
Printing	200	
	$1,580	÷ 72 = $21.94
CIS Development	$ 70	÷ 72 = $ .97

TOTAL $22.91/student

Implementation

Infused

DISTRICT IDENTIFICATION

District A	Portland 1J
District B	Beaverton 48J
District C	Oregon City 62
District D	Hillsboro UH3J
District E	Newberg 29J
District F	Junction City 69
District G	Philomath 17J
District H	Dayton 8
District I	Scio 95
District J	Petersburg 14
District K	Dufur 29

PLEASE PULL PRIOR TO DUPLICATING

Appendix N

PRELIMINARY EVALUATION DESIGN FOR CAREER AND VOCATIONAL EDUCATION

Prepared for

The Oregon Department of Education

by

Leo W. Myers

Educational Consultant

June 29, 1977

Preliminary Evaluation Design For Career and Vocational Education

I. Purpose of the Design

The purpose of this design is to provide a framework within which each of the career and vocational education projects in local education agencies (LEAs) in the state can be monitored and evaluated by the Oregon Department of Education (ODE).

II. Focus on Local Programs and Projects

In the area of career education in Oregon, there are three major components as far as evaluation is concerned--(1) career education, (2) vocational education and (3) teacher certification and program accreditation (minimum standards). The components are closely related and interactive but each must be evaluated and reported on separately. This evaluation design is concerned with all LEA programs and projects, irrespective of funding source, that fall within one or more of these three components.

III. Target Populations

Target populations of LEA programs and projects are specified in the goals and objectives of the individual programs and projects. They may be for the general student population or for the disadvantaged or handicapped. Evaluation is required of each LEA program and project, irrespective of the target population involved.

IV. Evaluation Design Considerations

A. Present Evaluation Arrangements

Relative to the components (1) career education, (2) vocational education and (3) teacher certification and program accreditation (minimum

standards), the Oregon Department of Education evaluates LEA projects and programs as follows:

1. Data Collection Through Team Site Visits and Evaluations (self-study followed by visiting team)
   a. Career Education Assessment (program) - using the Career Education Assessment Guide
   b. Vocational Education Assessment (program)
   c. School Accreditation and Certification evaluation through standardization visitations or Evaluative Criteria visitations

2. Data Collection Through Circulation of Forms and Questionnaires
   a. Enrollment in LEA career education and vocational education programs
   b. Student follow-up
   c. Career awareness survey
   d. Employer surveys
   e. Career education student assessment
      (A Survey of Selected Career Programs will be added in the fall of 1977 as an attachment to LEAs Fall Enrollment Report)

Student career education assessment and employer follow-up, in terms of employers' perceptions of how well students are prepared for their jobs, are not conducted at the present time.

B. New Requirements for Evaluation

The Regulations for PL 94-482 indicate that the effectiveness of each formally organized vocational education program or project supported

by federal, state and local funds shall be evaluated in terms of four dimensions:

- Planning and operational processes
- Results of student achievement
- Results of student employment success
- Other results as measured by services to special populations

C. Plans to Meet the New Requirements for Evaluation

The Oregon Department of Education has set the following objectives. The ODE plans to conduct the following activities to achieve those objectives:

Objectives	Activities
1. To implement, by 1979 coordinated evaluation design and activities (See V A below) to measure the extent to which career and vocational education projects and programs are meeting their objectives and to use the results as part of the considerations in determining program accreditation.	1.1 Continue the development of career and vocational education criteria--for programs and for students.
	1.2 Further develop, test and implement self/external evaluation models.
	1.3 Evaluate each LEAs career and vocational education programs (including teacher qualifications vis a vis Minimum Standards) at least every four years on a rotating basis; give particular attention to the extent to which the needs

Objectives	Activities
	of disadvantaged and handicapped students are being met.
	1.4 Design and conduct a special evaluation in a different occupational cluster each year in a sample representative of urban and rural school districts--the evaluation to include examining the results of student achievement in terms of standardized occupational proficiency measures, criterion-referenced tests and other student performance indicators including behavioral objectives.
	1.5 Cooperatively with the National Center for Educational Statistics design, test and implement a follow-up system for assessing the extent to which vocational education "program completers" and "program leavers" find employment in occupations related to their training, and are considered by their employers to be well-trained and prepared for employment; give consideration to the results of the employer survey

Objectives	Activities
	now being piloted at Chemeketa Community College.
2. Implement staff development and technical assistance in conducting program evaluation at the local level for at least 100 career and vocational education personnel per year.	2.1 Develop and conduct in-service training for Oregon Department of Education and LEA personnel in data collection, data analysis and the reporting and use of evaluation results, using the content generated in the project "Technical Assistance with the Use of Student Outcomes in the Evaluation of Occupational Exploration Programs" as part of the in-service training content.

V. Evaluation Within Components - A Coordinated Design

Review and analysis of the forms and procedures currently used and being planned for use by the Oregon Department of Education (ODE) to evaluate career and vocational education programs reveal the following:

- There are sufficient numbers and kinds of site-visit guides and activities and mail-out forms to gather data required to evaluate LEA projects and programs.
- Except for assessment of student achievement in career and vocational education programs and follow-up to gather employers' perceptions relative to students' preparation for their jobs, all of the state and federal data requirements seem to be satisfied through the current ODE evaluation forms and procedures.

- o There appears to be no coordinated evaluation design in the sense that the data on career and vocational education programs, regardless of means of collection, are used to contribute to answering a single set of questions based on ODE goals and objectives. Rather, each instrument tends to stand alone with the consequence that some questions may be duplicated (even to the same respondent) and some appropriate questions may not be asked at all.

In view of the above observations, a coordinated monitoring and evaluation system appears to be needed that can have the potential effect of reducing duplications and gaps in data and at the same time provide ODE personnel with a single centralized, data collection and control point for evaluation. With a centralized system, a single data collection record can be posted with entries from each of the nine data collection instruments now in use and more, including the two additional instruments (one on student achievement and one on employers' perceptions of how well students are prepared) being planned. Such a system is really a monitoring system but it can appropriately be called a "Monitoring and Evaluation" system because both functions are involved.

A. A Suggested Monitoring and Evaluation Design

1. Definition of Monitoring and Relationship to Other Terms*

For the purposes of this evaluation design, monitoring is defined as internal or external review of the operations of a program or project to ensure that legal requirements and administrative guidelines are being met and that stated program or project goals are being addressed.

* The material beginning with 1 above and through Section A, is adapted from Monitoring Handbook developed by Region X DHEW, Seattle, Washington and Northwest Regional Educational Laboratory, Portland, Oregon.

Relationship of Monitoring to Evaluation. Monitoring is concerned with whether program or project goals and objectives are being addressed operationally within a legal and administrative framework. Evaluation (placing a value) is concerned with the extent to which program or project goals are being achieved (e.g., impact on recipients, managerial effectiveness, strategy effectiveness). The process of evaluation may encompass the use of monitoring for collecting data and providing information.

Relationship of Monitoring to Technical Assistance. When the results of monitoring indicate that areas of program or project operations are failing to meet requirements or address goals and objectives, technical assistance may be identified as a means for improving those areas.

2. Elements of an Effective Monitoring System

Given the above definition of monitoring, an effective monitoring system includes the following elements:

a. Rationale and standards for monitoring process that are compatible with legal requirements and administrative guidelines.

b. Stated goals and objectives for each program or project to be monitored.

c. A means for specification of nature of data required, their use when and by whom.

d. Provision for collaborative determination of monitoring procedures, both internal and external, and specification of respective responsibilities.

e. A system to ensure appropriate clearances and courtesies.

f. A format and process for gathering data on a timely and systematic basis.

g. A means of reviewing and analyzing data.

h. Formal procedure for timely two-way feedback, information sharing and retrieval.

i. A means to identify operational problems and potentials and to determine appropriate follow-up action.

j. A means to identify needs for technical assistance and to plan for meeting those needs.

k. An adequate information flow/reporting system which provides pertinent information for decision-makers and others who may benefit.

3. A Central Data Record

The matrix on the next page provides a form to which data for a given school district can be posted from any and all the evaluation instruments the ODE uses, thus providing a central data source for ODE personnel for their various technical assistance and reporting tasks. The INPUT items in Column (1) can be changed or added to. It is important the project or program objectives be listed for it is of those objectives that evaluation questions, Column (2), are asked and the findings, Column (3), indicated. The evaluation questions (to be asked of all districts) should be agreed upon by ODE staff. If the questions do not agree with those being asked on the nine instruments the ODE uses, the matter needs to be resolved. The Central Data Record could become multiyear record by simply adding "Findings" columns.

CAREER AND VOCATIONAL EDUCATION
Central Data Record

School District _____ No. _____

School Year _____

I. INPUT	II. PROCESS			
(1)	Evaluation Questions (2)	Findings (3)	Source of Data (4)	Date Collected (5)
A. Program Characteristics				
1. Structure				
a. defined need				
b. defined solution				
c. rationale				
d. objectives (list)				
e. management plan				
f. evaluation plan				
g. commitment to plans				
h. leadership				
i. other				
2. Functions				
a. personnel				
b. planning				
c. operations				
d. logistics				
e. external relations				
f. fiscal				
g. other				
B. Legal Requirements and Administrative Guidelines				
1. Legislative				
2. Policy				
3. Contractual				
4. Other				
C. Information Flow				
1. Originators				
2. Recipients				
3. Flow				
4. Cycle				

An explication of each column in the matrix is as follows:

Column (1) Input

(A) Program Characteristics

(1) Structure

a. defined need--the data base indicating the discrepancy between what ia and what is desired

b. defined solution--the anticipated outcome

c. rationale--the justification, the linkage between problem and solution

d. objectives--the stated project or program objectives against which the activities and outcomes will be measured. (List these and give evaluation questions and findings for each.)

e. management plan--the processes to be used to develop and implement the operational plan; includes management (process) objectives

f. evaluation plan--a comprehensive evaluation plan at the project level should include:

(1) levels of concern

(2) process and product objectives across levels

(3) six elements specified:

- o performance objectives
- o measuring techniques
- o instruments
- o data collection procedures
- o data analysis procedures
- o data reporting format

g. commitment to plans--commitment of staff, management and others involved in the project constituency to the implementation of the management plan and the evaluation plan

h. leadership--staff competency, leadership skills

i. other--ODE staff may have additional elements to include in program/project structures

(2) Functions

a. personnel

(1) recruit

(2) select

(3) train

--initial

--upgrade

(4) deploy

(5) supervise

b. planning

(1) devise present options

(2) devise future options

c. operations

(1) implement program/project plans. Program/project types are as follows:

- o service
- o development
- o experimental
- o demonstration
- o dissemination

d. logistics

(1) supply

(2) equipment

(3) delivery

e. external relations

(1) reporting

(2) advisory board

(3) community information

(4) public relations

f. fiscal

(1) budgeting

(2) accounting

(3) reporting

g. other--ODE staff may have other functions to list for programs/projects they monitor

(B) Legal Requirements and Administrative Guidelines

(1) Legislative--includes Federal acts, State statutes and pertinent local ordinances

(2) Policy--includes State Board of Education and Local School District policies of other State and area administrations where pertinent

(3) Contractual--includes requirements of contracts, subcontracts and pertinent referent documents

(4) Other--ODE staff may have other requirements, i.e., rules, regulations, etc., to list for programs/projects they monitor

(C) Information Flow

(1) Originators--monitoring agency, grantee or others may be specified as originators of information

(2) Recipients--who is to receive information needs to be specified

(3) Flow--the system for exchange of information for the program/project needs to be described

(4) Cycle--timelines for information exchange need to be specified

Column (2) Monitoring Questions

Opposite each item in Column (1) that is pertinent to the program/project being monitored, ode staff can enter appropriate questions relative to the status of the items in Column (2).

Column (3) Findings

Answers to questions posed in Column (2) may be at various levels of specificity, ranges from just existence or nonexistence to detailed criteria that have to be met in the answer.

Column (4) Sources of Data

Sources can be the evaluation instruments ODE uses or other. Generally, written documents are optimal sources of data, although the optimal source depends on the type of program/project and its objectives. For example, observation of a service being rendered to a client might be a better source than a description of the service. Program/project staff opinion, newspaper articles, testimonials, etc., are all sources of data but may not be the optimal sources.

VI. Summary

The ODE has sufficient numbers and kinds of evaluation instruments to assist the ODE staff in measuring the effectiveness of LEA career and vocational education programs. With two exceptions, student achievement and employers' perceptions of how well students are prepared for their jobs, the items in ODE's instruments seem to recover all the Federal and State data requirements. The problem is not with data collection as much as it is with lack

of coordination of collection, compilation, analysis and use of data.

A Monitoring and Evaluation Design is suggested to help improve coordination ODE of evaluation activities. The design includes a Central Data Record for to keep for each school district. This record, once developed to best suit ODE's needs, should improve collection and use of data. Preparing the Central Data Record, particularly the agreeing upon and listing of the evaluation questions, can provide a rationale for an item analysis of evaluation instruments currently used and serve as a guide for preparing evaluation instruments in the future.

Appendix O

I would appreciate being placed on your mailing list, to receive concept papers, awards, and other pertinent information from your Department.

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